DOCUMENT RESUME

ED 412 283 TM 027 739

AUTHOR	Roeber, Edward; Bond, Linda; Braskamp, David
TITLE	Annual Survey of State Student Assessment Programs: Fall 1996 Data on 1995-96 Statewide Student Assessment Programs.
INSTITUTION	North Central Regional Educational Lab., Oak Brook, IL.; Council of Chief State School Officers, Washington, DC.
SPONS AGENCY	Department of Education, Washington, DC.
ISBN	ISBN-1-884037-33-X
PUB DATE	1997-00-00
NOTE	398p.; For trends in state student assessment programs, see TM 027 734.
CONTRACT	R279A50006-96A
PUB TYPE	Reports - Evaluative (142) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	Data Collection; Disabilities; Educational Assessment; *Educational Trends; Elementary Secondary Education; Limited English Speaking; Program Descriptions; Program Development; *Program Implementation; *State Programs; State Surveys; Test Construction; *Test Use; *Testing Programs; Trend Analysis
IDENTIFIERS	Council of Chief State School Officers

ABSTRACT

The fifth edition of the "Annual Survey of State Student Assessment Programs," tabulates extensive and detailed information about each state's assessment programs based on surveys conducted in the past for the Association of State Assessment Programs. The entire survey is presented. Part One asks each state to describe its existing program, its collaborative partners, and what it is developing. Part Two of the survey asks the state to describe its efforts in nontraditional assessment. Part Three of the survey then asks each state to describe each assessment program, component, or groups of assessments that are used to gather a set of data used for the same assessment purposes. For each component, states explain who is tested, what subjects are tested, and what types of assessments are used. In addition, states describe accommodations provided to English language learners and students with disabilities. Responses are presented in data tables. States have designed very different assessment systems, from a norm-referenced test alone to using performance assessments. Most states, however, use a combination of multiple choice, short-answer, extended-response questions, performance tasks, or portfolios. (Contains 55 tables.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 412 283

ANNUAL SURVEY

of

State Student Assessment Programs

FALL 1996

Data on 1995-96 Statewide Student Assessment Programs

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Council Of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431

TM027739

BEST COPY AVAILABLE

The Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major educational issues and expresses their view to civic and professional organizations, federal agencies, Congress, and the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents the chief education administrators, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center provides a central clearinghouse to improve data acquisition, monitoring, and the assessment of education. More recently, the State Collaborative on Assessment and Student Standards (SCASS) was formed to network states and other groups to develop assessment designs, as well as prototype and complete assessment components for a variety of content areas. Projects are taking place in arts education, comprehensive assessment design for Goals 2000/ESEA Title I, health education, interdisciplinary standards and assessment, limited-English proficient assessment, literacy performance assessment, primary-level assessment, reading/writing performance assessment, science education, social studies, assessing special education students, technical guidelines for performance assessment, and workplace readiness. The goal in all of these projects is to encourage the development of higher quality student assessments at lower cost to the states.

The Council also supports the Association of State Assessment Programs (ASAP), an informal network of state assessment staff, in order to provide direct assistance to the states.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
Gordon Ambach, Executive Director

STATE EDUCATION ASSESSMENT CENTER
Wayne Martin, Director

STUDENT ASSESSMENT PROGRAMS
Edward Roeber, Director

One Massachusetts Avenue, N.W., Suite 700
Washington, D.C. 20001 - 1431
(202) 408-5505

© Copyright 1997 by the Council of Chief State School Officers, Washington, D.C.
All rights reserved with the exception of reproduction for educational purposes.
ISBN # 1-884037-33-X

ANNUAL SURVEY

of

State Student Assessment Programs

FALL 1996

Data on 1995-96 Statewide Student Assessment Programs

Edward Roeber, Survey Director, CCSSO
Linda Bond, Consultant, CTB/McGraw-Hill
David Braskamp, Database Manager, NCREL

Prepared By the North Central Regional Educational Laboratory for submission under contract with the Council of Chief State Schools Officers. The preparation of this document was financed by funds provided by the U.S. Department of Education award #R279A50006-96A and completed April 24, 1997.

Council Of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431

TABLE OF CONTENTS

Preface i

I. ASAP Survey Instrument, Fall 1996 1-20

Part 1	General Concerns	2
Part 2	Nontraditional Assessment	7
Part 3	Program Components	8
Part 3, Section 1	Who is Assessed, When, and How	8
Part 3, Section 2	Assessment Purposes	11
Part 3, Section 3	Performance Standards	13
Part 3, Section 4	Students with IEP Exemptions and Accommodations	14
Part 3, Section 5	LEP Students' Exemptions and Accommodations	16
Part 3, Section 6	Assessment Results Reporting	17

II. Summary Table 21-22

III. State Assessment Directors 23-31

IV. Data Tables 32-285

Part 1 General Concerns

1.01	Please give a brief description of your state assessment program in 1995-96.	32
1.02	If your state participated in state NAEP, briefly describe how the assessment results are used.	42
1.03	Please describe any requirements your state had for districts or schools to operate their own assessment programs or report results.	45
1.04	What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1995-96?	48
1.05	What assessment projects, if any, does you state have under study, in planning, or in development for the next two years (September 1996 to August 1998)?	52
1.06	What is your state's overall policy for ensuring the participation of students with an IEP?	56
1.07	What is your state's overall policy for ensuring the participation of IEP students?	60
1.08A	Has your state provided any *print materials* to any of these groups for training or professional development reasons?	64
1.09A	Has your state provided any *print materials* to any of these groups for explanatory or publicity reasons?	68
1.10	What kind of professional development did you state provide to teachers about your statewide assessment program?	72
1.11A	Has your state completed or is it developing any of the following? If indicated, what is their status?	76
1.12	With respect to academic content standards, at what state of the development process is your state in the following academic subjects?	84
1.13	Does your state have a definition of adequate yearly progress for Title I purposes? If "Yes," is this your state's final definition?	85
1.15	Could your state identify individual student records? If "Yes," how are students identified?	86
1.16	Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on the assessment programs described in this survey, plus any related developmental projects, during 1995-96?	87
1.17	Indicate the total budget for the 1995-96 administration of the assessment programs described in this survey plus any related developmental projects. Include staffing, travel, contractual, and other related costs in your estimate.	87

Part 2. Nontraditional Assessment

2.0	If your state is administering or developing any non-multiple-choice items, please list the *subject, grades served, development status, and availability.*	88

BEST COPY AVAILABLE

Part 3. Program Components

Section 1: Who is Assessed, When, and How

3.01 Program components, contact persons, and component purposes. 110
3.02 Subjects, grades, and numbers of students tested, by component within state. 119
3.03 Were students allowed to retake any assessments in this component? 131
3.04 Statewide, what percentage of students assessed in this component were classified as students with an IEP or LEP? 134
3.05 In what school year was this assessment component most recently substantially revised? How was it revised? 137
3.06 When were assessments in this component administered to students? 142
3.07 Are there changes you foresee in the next year (September 1996 to August 1997) in this component? 147
3.08 Is this component being used your state's transitional or final Title I assessment and evaluation plan? 151
3.09 Which groups of students at the designated grades were assessed in this component? 154
3.10 Which type of test(s) or assessment(s) was this component? 159
3.11 What types of items or exercises were used in this component? 163
3.12 What assessment items were given to students in this component? 168
3.13 Were students permitted to use calculators on any subjects assessed in this component? If "Yes," what subjects and were questions intentionally designed for calculators? 171
3.14A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they? 176
3.14B If this component includes assessments produced by commercial publishing companies, what is the assessment name(s) and/or publishing company? 181

Section 2: Assessment Purposes

3.15 Were assessment results from this component used for instructional purposes? If "Yes," indicate what instructional purposes. 183
3.16 Were assessment results from this component used for student accountability purposes? If "Yes," indicate what student accountability purposes. 186
3.17 Were assessment results from this component used for school accountability purposes? If "Yes," indicate what school accountability purposes. 189
3.18 Were assessment results from this component used for staff accountability purposes? If "Yes," indicate what staff accountability purposes. 194

Section 3: Performance Standards

3.19 On this assessment, has your state student or school performance standards performance been set? 197
3.20 If your state has set student performance standards on assessments in this component, how were they set? 200
3.21 If your state has set student performance standards on assessments in this component, what are the performance levels? 205
3.23 If your state set performance standards in this component, did different performance standards apply for students with an IEP? 208
3.24 If your state set student performance standards in this component, did different performance standards apply for LEP students? 210

Section 4: Students with IEP Exemptions and Accommodations

3.25 Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption criteria. 212
3.26 If students with an IEP were allowed an exemption from assessments in this component, who made the decision? 217
3.27A Were any testing accommodations allowed for students with an IEP in this component? If "Yes," what kind of presentation format accommodations were allowed? 222
3.27B Were any testing accommodations allowed for students with an IEP in this component? If "Yes," what kind of response format accommodations were allowed? 225
3.27C Were any testing accommodations allowed for students with an IEP in this component? If "Yes," what kind of test setting accommodations were allowed? 228
3.27D Were any testing accommodations allowed for students with an IEP in this component? If "Yes," what kind of timing or scheduling accommodations were allowed? 231
3.27E Were any testing accommodations allowed for students with an IEP in this component? If "Yes," what kind of other accommodations were allowed? 234
3.28 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for students with an IEP? If "Yes," describe. 237
3.29 Were LEP students allowed an exemption from assessments in this component? If "Yes," indicate the exemption criteria. 242
3.30 If LEP students were allowed deferrals (i.e., postponing the time when the test must be taken), what was the longest time one could have granted? 245
3.31A Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of presentation format accommodations were allowed? 247

3.31B Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of response format (RF) or other accommodations were allowed? 250
3.31C Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of test setting accommodations were allowed? 253
3.31D Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of timing or scheduling accommodations were allowed? 256
3.32 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for LEP students? If "Yes," describe. 259

Section 6: Assessment Results Reporting
3.33 Were scores from this component reported with reference to norms? If "Yes," what norms are used to report scores? 264
3.34 Did your state use NAEP norms as a reference group in this component? 264
3.35A What reports of assessment data were publicly released by schools at the following aggregation levels? 268
3.35B What reports of assessment data were publicly released by school districts at the following aggregation levels? 272
3.35C What reports of assessment data were publicly released by the state at the following aggregation levels? 276
3.36 How were the scores from students with an IEP publicly reported? 280
3.37 How were the scores from LEP students publicly reported? 283

PREFACE

This is the fifth edition of the *Annual Survey of State Student Assessment Programs, -Fall 1996*, a product of the collaboration between the Council of Chief State School Officers (CCSSO) and the North Central Regional Educational Laboratory (NCREL). This is the final year that NCREL will participate in the collection and dissemination of the results from the annual survey, since Linda Bond (formerly with NCREL) has taken a position with CTB/McGraw-Hill. The survey will continue in the future under the direction of CCSSO, with new partners, since the annual survey remains the single best source for information about statewide student assessment programs and its contents are comprehensive, accurate, and up-to-date.

This document tabulates extensive and detailed information about each state's assessment program(s). It is based on surveys conducted in the past for the Association of State Assessment Programs (ASAP) by its chair, Edward Roeber. This year's survey was extensively revised by an advisory committee put together by CCSSO and NCREL, and the surveys were mailed to states in September, 1996. States were asked to describe the assessment program(s) they operated during the 1995-96 school year. Surveys were received from October 1996 through January 1997, were processed first by CCSSO and then sent to NCREL for data entry, survey completion, and editing. Between December 1996 and February 1997, each assessment director received a copy of his or her state's information for editorial review and updates. These changes were made by NCREL. NCREL produced the final tables, tabulations of results, and all charts and graphs used to display the results.

Most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric or categorical responses, while others were open-ended and sometimes generated very extensive text. Still other questions required textual explanation of simpler classifications. Searching for specific information in this kind of structure can be difficult. We strongly urge the user to begin by studying the survey form included, beginning on page one. Usually, this focus attention on related questions which then may be found by using the Table of Contents. When it is appropriate, this document provides bottom marginal entries that may contain frequency, count, or average data, as appropriate

This edition plus the prior four provide a rich lode of information on the status of and trends in state assessment practice. A companion document, *Trends in Statewide Student Assessment, Programs Fall 1996*, is available from CCSSO. The data are also available in electronic form (as Acrobat files suitable for Macintosh and Windows). An order form is found at the back of this document. Selected ad updated information from the database and these documents is available at CCSSO's and NCREL's World Wide Web sites (http://www.ccsso.org or http://www.ncrel.org).

A document of this size and scope could not be produced without considerable help. First, we extend our gratitude to all fifty state assessment directors, who completed the lengthy survey that produced the data reported here. They also responded to our nagging and inability to understand at times their handwriting or their responses. To Deborah Roeber goes the credit for assuring that all fifty states responded. Her skills on the telephone remain legendary. Finally, the Council would like to thank NCREL for the years of tireless service they have given to this effort, often without compensation, except for the thanks of the educational community. We deeply appreciate the efforts of Jeri Nowakowski, Arie van der Ploeg, and Larry Friedman on behalf of all the states.

David Braskamp
Linda Bond
NCREL

Ed Roeber
CCSSO

©1997, Council of Chief State School Officers

State Student Assessment Programs Annual Survey
Fall 1996

Council of Chief State School Officers (CCSSO)
and
North Central Regional Educational Laboratory (NCREL)

This annual survey is used by states' education agency staff, policymakers, and researchers to understand statewide assessment practices and track assessment program trends. With this survey, CCSSO and NCREL are in the process of collecting the fifth year of data. Please note that although we have essentially used the same questions for four years, this survey has been substantially revised and shortened, thanks in large part to our new Advisory Committee.

Please complete the 1996 SSAP Survey considering the status of your assessment program(s) as of *August 1996*, the end of the 1995-96 school year. We expect to have complete results from every state. If we do not understand some of your responses to the survey, we will contact you for clarification.

In addition to this blank survey form, you should have received a typescript of the survey questions including your responses to last year's survey. You may respond on this blank survey form or edit last year's responses on the typescript using red ink or pencil, whichever is easier for you. If you would prefer to receive a typescript on diskette in the format of your choice, please e-mail David Braskamp at braskamp@ncrel.org or call 800-35-NCREL.

If you have any questions about how to fill out this survey, please call or fax Ed Roeber at (517) 347-1145 or e-mail him at EdRoeber@aol.com.

Please return the completed survey before **October 1, 1996**, to:

SSAP Survey
c/o Ed Roeber
Council of Chief State School Officers
1664 Algoma Drive
Okemos, MI 48864

After we have entered your responses into the database, you will, as in the past, receive a draft copy for your final approval before December 1. You will have two weeks to respond to the draft. Surveys that are returned on time will be included in a preliminary report at the Chief State School Officer's meeting in November. We also plan to present some preliminary results at the ASAP conference in January, with formal publication in February and March.

State Assessment Director: Name:	Person completing the survey: Name:
Title:	Title:
Address:	Address:
City: State: Zip:	City: State: Zip:
Telephone: Fax:	Telephone: Fax:
e-mail:	e-mail:

Part 1. General Concerns

1.1 Please give a brief description of your overall state assessment program and assessment components as administered in 1995-96. For the overall program, in one paragraph briefly describe who was assessed and why. For each component, in one paragraph name the component and briefly describe who was assessed, what subjects were assessed, and how the results are used. More detail about components will be requested in Part 3. (Use an extra sheet of paper if you need more space to write your response.)

1.2 If your state participated in state NAEP, briefly describe how the assessment results are used. (Write "Did not participate" if that is the case.)

1.3 Please describe any requirements your state had for districts or schools to operate their own assessment programs or report results. (Write "None" if that is the case.)

1.4 What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1995-96? Explain each change, deletion, or addition and its source. (If there are none, please indicate below.)

☐ Governor:_____

_____

☐ State Board of Education:_____

_____

☐ Legislature:_____

_____

☐ Court Decision:_____

_____

☐ Other:_____

_____

*No responses:*_____

1.5 What assessment projects, if any, does your state have under study in planning or in development for the next two years (September 1996 to August 1998)? Please give title(s) and describe briefly.

_____

_____

_____

1.6 What is your state's overall policy for ensuring the participation of students with an IEP? Please describe briefly. Specific variations by component can be described in Part 3.

_____

_____

_____

1.7 What is your state's overall policy for ensuring the participation of LEP students? Please describe briefly. Specific variations by component can be described in Part 3.

_____

_____

_____

1.8 Put a check in the appropriate box if your state has developed any of the following materials for use with any of these groups for *training* or *professional development* purposes. (If there are no markings, briefly explain why below.)

Audience	Print	Video	TV Broadcast	Software
Students				
Teachers				
Administrators				
Parents				
Policymakers				
Other:				

*No markings:*_____

1.9 Put a check in the appropriate box if your state has provided any of the following materials to any of these groups for *explanatory* or *publicity* purposes. (If no there are no markings, briefly explain why below.)

Audience	Print	Video	TV Broadcast	Software
Students				
Teachers				
Administrators				
Parents				
Policymakers				
Other:				

*No markings:*_____

1.10 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., series of school workshops on assessment literacy)? Please describe content and presentation format. (If you have more than one response, please use another sheet of paper. If there is no response, explain why below.)

Content:_____

_____

Format:_____

_____

*No responses:*_____

1.11 Has your state completed or is it developing any of the following? If marked, give an example on the two lines provided.

- ☐ State Goals: ☐ Completed _____ ☐ In development _____
- ☐ Academic Content Standards: ☐ Completed _____ ☐ In development _____
- ☐ Performance Standards: ☐ Completed _____ ☐ In development _____
- ☐ Assessment Frameworks: ☐ Completed _____ ☐ In development _____
- ☐ Curriculum Frameworks: ☐ Completed _____ ☐ In development _____
- ☐ Student Expectations: ☐ Completed _____ ☐ In development _____
- ☐ None of the Above

1.12 With respect to academic content standards, at what stage of the development process is your state in the following academic subjects?

	Completed	In Development	Planned	Not Developing
Reading				
Math				
Writing				
Science				
Social Studies				
Other				

1.13 Does your state have a definition of adequate yearly progress for Title I purposes? ☐ Yes ☐ No

If Yes, is this your state's final definition? ☐ Yes ☐ No ☐ Undecided

If Yes, give a brief definition: _____

_____

_____

1.14 Indicate the total number of regular students, students with an IEP, and LEP students enrolled in the public schools of your state.

	Number of Students		
Grade	Regular	IEP Students	LEP Students
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

1.15 Could your state identify individual *student* records? ☐ Yes ☐ No

If Yes, how are students identified? (Mark all that apply.)

☐ State assigned student ID numbers
☐ Locally assigned student ID numbers
☐ Social security numbers
☐ Student name

☐ Other:_____

1.16 Counting only permanent SEA employees assigned to your state's *assessment unit*, how many full-time equivalents (FTEs) worked on the assessment programs described in this survey, plus any related developmental projects, during 1995-96?

Professional FTEs:_____

Support FTEs:_____

1.17 Indicate the total budget for 1995-96 administration of the assessment programs described in this survey plus any related developmental projects. Include staffing, travel, contractual, and other related costs in your estimate.

Total $: _____

Part 2. Nontraditional Assessment

2.1 Has your state developed or does it plan to develop any non-single-response, multiple-choice assessment exercises? ☐ Yes ☐ No

If you answered Yes, please complete the grid below. See the legend below the grid for exercise types, grades, status, and availability options. Check the glossary for the definitions of exercise types.

Subject	Exercise Types	Grades	Status	Availability
Math				
Reading				
Writing				
Other language arts				
Science				
Social studies				
History				
Geography				
Civics				
Economics				
Health education				
Physical education				
Music				
Visual arts				
Dance				
Theater				
Foreign languages				
Career, vocational education				
Employability skills				
Other:				

Exercise Types
1=Multiple-choice, multiple correct answer
2=Multiple-choice, with student explanation
3=Short answer
4=Extended response
5=Observation
6=Hands-on performance assessment (individual or group)
7=Portfolio or learning record
8=Projects, exhibitions, or demonstrations
9=Computer adaptive assessment
10=Other

Grades
P=Preschool
K=Kindergarten
1-12=Use numbers

Status
1=Plan to develop
2=Funded, not started
3=Begun development
4=Completed development
5=Piloted, being refined
6=Ready for use
7=In use

Availability
1=Not available/secured
2=May be examined, but not used
3=All are available
4=Some are available
5=Will become available later

Part 3. Program Components

Pages 8 through 18 are intended to provide greater detail about each component of your state's testing program. For the purposes of *this* survey, a component is an assessment or set of assessments that meet at least one of two criteria. First a component may be an assessment or asessments that would be considered a similar type of assessment (e.g., Writing Assessment or Norm-referenced testing). Second, a component may be a set of assessments of different or similar type that share a common set of purposes (e.g., Basic Skills Assessment). Generally, subject specific components do not meet these criteria. You will receive the components you described last year in this packet. Therefore, the only component-level changes in the survey from last year would probably be the deletion of a component not used in 1995-96 or the addition of a new component administered in 1995-96. *We request that you completely fill out one copy of Part 3 for each component. In this way, we are more able to understand your responses and make the data entry easier to complete.*

3.1 Name of component:_____

Contact person(s):_____

Phone number:_____

Section 1: Who is Assessed, When, and How

3.2 Indicate the number of students who were assessed in this component by subject and grade. (Write in subject and number of students initially assessed at each grade level.)

	Number of Students Assessed				
Fill in subject -->					
Grade: K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

3.3 Were students allowed to retake any assessments in this component? ☐ Yes ☐ No

3.4 Statewide, what percentage of students *assessed in this component* were classified as students with an IEP or LEP? (If percentages are not available, please write "NA" in that box.)

	IEP	LEP
Elementary School		
High School		
Total (K-12)		

3.5 In what school year was this assessment component most recently substantially revised?

School year (e.g., 1995-96):_____

How was it revised?_____

3.6 When were assessments in this component administered to students? (Mark all that apply.)

☐ Sept. 95 ☐ Oct. 95 ☐ Nov. 95 ☐ Dec. 95 ☐ Jan. 96 ☐ Feb. 96
☐ March 96 ☐ April 96 ☐ May 96 ☐ June 96 ☐ July 96 ☐ Aug. 96

3.7 Are there changes you foresee in the next year (September 1996 to August 1997) in this component? If so, who is initiating them and what are they? Mark each source of change and describe the change. (If there are none, briefly explain below.)

☐ Governor: _____

_____

☐ State Board of Education:_____

_____

☐ Legislature:_____

_____

☐ Court Decision:_____

_____

☐ Other._____

_____

*No responses:*_____

3.8 Is this component being used your state's *transitional* Title I assessment and evaluation plan? Will this component be used in your state's *final* Title I assessment and evaluation plan?

Transitional plan: ☐ Yes ☐ No ☐ Undecided
Final plan: ☐ Yes ☐ No ☐ Undecided

3.9 Which groups of students at the designated grades were assessed in this component? (Mark all that apply.)

☐ All students statewide

☐ A sample of students
If sampled, at what level(s):
☐ District ☐ School ☐ Classroom ☐ Student

☐ Component is voluntary
If voluntary, for whom:
☐ Districts ☐ Schools ☐ Students

3.10 What type of test(s) or assessment(s) was this component? (Mark all that apply.)

☐ Norm-referenced (NRT)
☐ Criterion-referenced (CRT)
☐ Writing assessment
☐ Performance assessment
☐ Portfolios
☐ Other

3.11 What types of items or exercises were used in this component? (Mark all that apply.)

☐ Multiple-choice, single correct answer
☐ Multiple-choice, multiple correct answer
☐ Multiple-choice, with student explanation
☐ Fill-in-the blank or cloze
☐ Short-answer
☐ Extended response
☐ Observation
☐ Examples of student work
☐ Individual hands-on performance tasks
☐ Group hands-on performance tasks
☐ Projects, exhibitions, or demonstrations
☐ Computer adaptive items

☐ Other_____

3.12 What assessment items were given to students in this component? (Mark all that apply.)

☐ All tested students see the same items
☐ Multiple forms are used
☐ Each student takes a sample of the total pool of items
☐ Students take some common items, some sampled items
☐ Not determined by state

3.13 Were students permitted to use calculators on any subjects assessed in this component?

☐ Yes ☐ No

If Yes, complete the grid below. (If subject is not math, write it in the grid. Mark "NA" if math is not assessed by this component.)

Subject	Use permitted?		Questions intentionally designed?	
	Yes	No	Yes	No
Math				
Any other subject:				

3.14 Did this component include assessments produced by commercial publishing companies? ☐ Yes ☐ No

If Yes, what kind are they and what is the assessment name(s) and/or publishing company?

☐ Off-the-shelf
☐ Customized off-the-shelf
☐ Built from commercial item banks
☐ Custom developed

Instrument name(s) and/or publishing company:_____

Section 2: Assessment Purposes

3.15 Were assessment results from this component used for **instructional** purposes? ☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied.

☐ Student diagnosis_____
☐ Student placement_____
☐ Individual student instructional plan_____
☐ Improvement of instruction_____
☐ Curriculum planning_____
☐ Program evaluation (e.g., Title I)_____
☐ Identification of students at risk_____
☐ Professional development_____
☐ Other (please describe)_____

3.16 Were assessment results from this component used for **student accountability** purposes? ☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied.

☐ Student awards or recognition (e.g., certificates)_____

☐ Student financial awards or scholarships_____

☐ Student promotion_____

☐ Honors high school diploma_____

☐ Endorsed high school diploma_____

☐ High school graduation (exit requirement)_____

☐ Other (please describe)_____

3.17 Were assessment results from this component used for **school accountability** purposes? ☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied.

☐ School awards or recognition (e.g., certificates)_____

☐ School monetary awards_____

☐ Give schools exemption from regulations_____

☐ School accreditation_____

☐ School performance reporting (e.g., school report cards)_____

☐ High school skills guarantee_____

☐ Give warnings to schools_____

☐ Put schools on probation or watch lists_____

☐ School monetary penalties_____

☐ Take over schools_____

☐ Dissolve schools_____

☐ Other (please describe)_____

3.18 Were assessment results from this component used for **staff accountability** purposes? ☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied.

☐ Teacher awards or recognition (e.g., certificates)_____

☐ Teacher monetary awards (i.e., bonuses)_____

☐ Teacher salary adjustments (i.e., merit pay)_____

☐ Teacher monetary penalties_____

☐ Teacher evaluation or certification_____

☐ Teacher probation_____

☐ Other (please describe)_____

Section 3: Performance Standards

3.19 On this assessment, have performance standards for student or school performance been set? (Mark one response for each option.)

Student: ☐ Yes ☐ No
School: ☐ Yes ☐ No

3.20 What procedures did your state use to set performance standards indicated in Q3.19 on this assessment component?

_____

_____

_____

3.21 How many levels of student performance have been set for this assessment component? Indicate the names, definitions, and score levels assigned to each level.

Performance Level	*Definition*	*Range of Scores Assigned to this Level*
_____	_____	_____
_____	_____	_____
_____	_____	_____

3.22 Circle the student performance level in Q3.21 that corresponds to a "minimum level of acceptable performance."

3.23 Did different performance standards apply for students with an IEP? ☐ Yes ☐ No

If Yes, what are these and how were they set?_____

_____

_____

3.24 Did different performance standards apply for LEP students? ☐ Yes ☐ No

If Yes, what are these and how were they set?_____

_____

_____

Section 4: Students with an IEP Exemptions and Accommodations

3.25 Were students with an IEP allowed an exemption from assessments in this component? ☐ Yes ☐ No

If Yes, mark the exemption criteria

	State Criteria	Local Criteria
Type or severity of disability	☐	☐
Time spent in special education settings or programs	☐	☐
Coursework completed in special education settings or programs	☐	☐
Coursework completed in regular education settings or programs	☐	☐

3.26 If Yes to Question 3.25, who made that decision? (Mark all that apply.)

☐ IEP Committee
☐ Parent(s)
☐ Teachers
☐ District decision
☐ State regulation
☐ Other:_____

3.27 Were accommodations allowed for IEP students in this component? ☐ Yes ☐ No

If Yes, what kind?

Presentation Format

- ☐ Oral reading of questions
- ☐ Braille editions
- ☐ Use of magnifying equipment
- ☐ Large-print editions
- ☐ Oral reading of directions
- ☐ Signing of directions
- ☐ Repeating of directions
- ☐ Interpretation of directions
- ☐ Other:_____

Response Format

- ☐ Mark responses in book
- ☐ Use template for recording answers
- ☐ Point to response
- ☐ Use sign language
- ☐ Use typewriter/computer
- ☐ Use of scribe
- ☐ Other_____

Setting

- ☐ Alone, in study carrel
- ☐ With small groups
- ☐ At home, with appropriate supervision
- ☐ In special education classes
- ☐ Other_____

Timing/Scheduling

- ☐ Extended testing time (same day)
- ☐ More breaks
- ☐ Extending sessions over multiple days
- ☐ Other_____

Other Accommodations

- ☐ Out-of-level testing
- ☐ Use of word lists/dictionaries
- ☐ Other_____

3.28 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for students with an IEP? ☐ Yes ☐ No

If Yes, describe:_____

_____

_____

Section 5: LEP Students Exemptions and Accommodations

3.29 Were LEP students allowed an exemption from assessments in this component? ☐ Yes ☐ No

If Yes, mark the exemption criteria and give the time allowed (e.g., three years) or language proficiency test and cut-off score, if appropriate.

	State Criteria	Local Criteria
Time in U.S._____	☐	☐
Time in school_____	☐	☐
Time in ESL program_____	☐	☐
English language proficiency_____	☐	☐
Other_____	☐	☐

3.30 If LEP students were allowed deferrals (i.e., postponing the time when the test must be taken), what was the longest time one could have been granted?

☐ Less than one year ☐ One year ☐ Two years
☐ Three years ☐ More than three years

3.31 Were accommodations allowed for LEP students in this component? ☐ Yes ☐ No

If Yes, what kind?

Presentation Format

☐ Repeating of directions
☐ Interpretation of directions
☐ Oral reading of questions in English
☐ Oral reading of questions in the native language
☐ Person familiar to student administers the test
☐ Translation of directions
☐ Translation of test into native language
What languages?_____
☐ Other_____

Response Format

☐ Allow student to respond in native language to English questions
☐ Other_____

Setting

☐ Alone, in study carrel
☐ Administer test in separate room
☐ With small groups
☐ Other_____

Timing/Scheduling

☐ Extended testing time (same day)
☐ More breaks
☐ Extending sessions over multiple days
☐ Other_____

Other Accommodations

☐ Use of word lists/dictionaries
☐ Other_____

3.32 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for LEP students? ☐ Yes ☐ No

If Yes, describe:_____

_____

_____

Section 6: Assessment Result Reporting

3.33 Were scores from this component reported with reference to norms? ☐ Yes ☐ No

If Yes, what norms are used to report scores? (Mark all that apply.)

☐ National
☐ State
☐ Regional
☐ Local
☐ Categorical (e.g., urban, rural, etc.)

3.34 Did your state use NAEP norms as a reference group in this component? ☐Yes ☐ No

3.35 What reports of assessment data were publicly released and at what level(s) were they released? (Mark all that apply.)

	Level of Report		
Aggregation Level:	School	District	State
Individual student			
Classroom summary			
Grade summary			
School summary			
District summary			
Longitudinal summary			
Gender			
Race			
Free or reduced lunch			
Title I eligible			
Parental Education Status			
Students with an IEP			
LEP students			

3.36 How were the *scores* from students with an IEP publicly reported?

- ☐ Not included in any publically released reports
- ☐ Included in publically released reports, but not differentiated from regular students
- ☐ Differentiated from regular students and included in separate publically released reports

Explain your response._____

_____

_____

_____

3.37 How were the *scores* from LEP students publicly reported?

- ☐ Not included in any publically released reports
- ☐ Included in publically released reports, but not differentiated from regular students
- ☐ Differentiated from regular students and included in separate publically released reports

Explain your response._____

_____

_____

_____

Glossary for Use With Association of State Assessment Programs Annual Survey

Academic content standards (see also learner standards): academic statements that specify what students should know or be able to do in specific subjects or across several subjects. When set by states, these statements tend to be general and less concrete than performance standards.

Cloze procedure: a kind of assessment item that uses any of a variety of fill-in-the-blank procedures where the blank is embedded in a textual context.

Component: A set of assessments that is of similar format and/or is used for the same purpose(s). (Part Three of the survey describes a state's assessment program at the component level.)

Computer-adaptive assessment: any assessment that requires the student to respond to the assessment items or task with the aid of a computer with software that selects the next problem or task based on the student's prior responses.

Curriculum frameworks: one mechanism for linking learner standards and state goals. These frameworks provide sufficient guidance to curriculum developers and teachers throughout a state to ensure that curriculum and instruction drive towards the state goals while assuring that content standards are met. Examples are Indiana's Proficiency Guides and California's Curriculum Frameworks.

Extended Response: any prompt that requires the student to produce an extended written response (for example, an essay or laboratory report).

FTE: Full-time equivalent.

Final Title I Assessment Plan: the final Title I plan for assessment or evaluation of student performance that states must submit by the 2000-2001 school year that will need to meet all of the requirements in Improving America's Schools Act.

Hands-on performance assessment (individual or group): any assessment that requires students to perform (in a way that can be observed) an assessment task by themselves or in a group. For example, students may be asked to perform a laboratory experiment or carry out a community service project and write up results. The difference between a hands-on performance assessment and an extended-response prompt is that the quality of the performance of the laboratory experiment and the community service project is assessed instead of the quality of the writing.

Interview: an assessment technique where the student responds to verbal questions from the assessor.

LEA: local education agency; refers to the school district.

Learner standards (see also content standards): statements that specify what students should know or be able to do. When set by states, these statements tend to be general and less concrete than performance standards. An example would be: Students in our state shall write in a variety of forms—notes, letters, instructions, stories, and poems—for a range of purposes—to plan, inform, explain, entertain.

Multiple-choice, multiple correct answer: selected response items where more than one answer is considered correct.

Multiple-choice, with student explanation: selected response items where students explain their response.

Nontraditional test items: any assessment activity other than a multiple-choice item from which the student selects one response. These items or performances are scored or rated using an agreed-upon set of criteria that may take the form of a scoring guide, a scoring rubric, or a comparison to benchmark papers or performances.

Performance Standards: how well a student has to perform in order to meet a satisfactory or other specified level.

Portfolio: an accumulation of a student's work over time that demonstrates the student's best performance, typical performance, or growth in performance.

Project, exhibition, or demonstration: a complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria, which can be assessed within the one project, exhibition, or demonstration.

SEA: state education agency.

Short-answer: any item or task that requires the production of a short written response on the part of the respondent. Most often, there is a single right answer (for example, a fill-in-the-blank or short written response to a question). "Constructed" response items, where the student responds in a grid (not picking from a list), are included in this definition.

State goals: statements that specify desired or valued expectations for students, schools, or school systems. They do not say what students should know or what schools should do. They do detail the end-points of the educational enterprise, the reasons schools exist. An example would be: All people of this state will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

Student expectations: statements that specify what students should know or be able to. When set by states, these statements tend to be general and less concrete.

Transitional Title I Assessment Plan: the Title I assessment and evaluation plan states will use between 1995-96 and the 2000-2001 school years to assess the impact of Title I programs on students.

Summary Table: Statewide Assessment Programs, School Year 1995-96

ST	# COM	Grades													Subject								Test Type					Item Type						Testing Program Purposes										
		Kg	1	2	3	4	5	6	7	8	9	10	11	12	LA	Rd	Wr	Ma	Sc	SS	Voc	Apt	NRT	CRT	WA	Per	Prt	MC	SWR	SWE	PT	WS	HD	ED	Stud	Imp	PE	StA	StP	HDG	ScA	SPR	Hsk	Acr
AK	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	-	A	-	-	-	-	A	-	-	-	-	A	-	-	-	-	-	-	-	Y	-	-	-	-	-	Y	-	-
AL	6	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-	A	A	A	A	-	A	A	A	-	-	-	-	Y	Y	Y	-	-	-	-	Y	-	Y	-	-
AR	2	-	-	-	-	A	A	-	A	-	-	A	A	-	A	A	A	A	A	-	-	-	A	A	A	-	-	A	A	A	-	-	-	-	Y	Y	Y	-	-	-	-	-	-	Y	-	-
AZ	1	-	-	-	-	A	-	-	A	-	-	A	-	-	A	A	-	A	-	-	-	-	A	-	-	-	-	A	-	-	-	-	-	-	Y	Y	Y	-	-	-	-	-	-	Y	-	-
CA	2	-	-	-	-	-	-	-	-	-	V	V	V	V	-	-	-	V	V	V	V	-	L	L	L	L	L	L	L	L	L	L	L	L	Y	-	-	Y	-	-	-	-	-	-	-	-
CO	0																																													
CT	2	-	-	-	-	A	-	A	-	A	-	A	-	-	-	A	A	A	A	-	-	-	-	A	A	A	-	A	A	A	A	-	-	-	Y	Y	Y	Y	-	-	-	Y	Y	-	-
DE	1	-	-	-	A	-	A	-	-	A	-	A	-	-	-	-	A	-	-	-	-	-	-	-	A	-	-	-	-	A	-	-	-	-	Y	Y	Y	-	-	-	-	-	-	-	-
FL	3	-	-	-	-	A	-	-	-	A	-	A	A	-	-	A	A	A	-	-	-	-	A	A	A	-	-	A	-	A	-	-	-	-	-	Y	Y	-	-	-	-	Y	-	-	-	-
GA	5	A	-	-	A	-	A	-	-	A	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	-	A	A	A	A	-	-	-	Y	Y	Y	-	-	-	-	Y	-	Y	-	-
HI	3	-	-	-	A	-	-	A	-	A	-	A	A	A	A	A	-	A	-	-	-	-	A	A	-	V	-	A	-	-	-	-	-	-	Y	Y	Y	-	-	-	-	Y	Y	Y	-	-
IA	0																																												
ID	3	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-	-	A	-	A	A	-	A	A	A	-	A	-	-	-	Y	-	-	-	-	-	-	Y	-	-
IL	1	-	-	-	A	A	-	A	A	A	-	A	A	-	-	A	A	A	A	A	-	-	A	A	A	-	-	A	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Y
IN	1	-	-	-	A	-	-	A	-	-	-	A	-	-	A	-	-	A	-	-	-	-	A	A	A	-	-	A	A	A	-	-	-	-	Y	Y	Y	-	-	-	-	Y	Y	Y	-	Y
KS	1	-	-	-	A	A	A	-	A	A	-	A	-	-	-	A	A	A	-	-	-	-	-	A	A	A	-	A	A	A	-	A	A	A	Y	Y	Y	-	-	-	-	-	Y	-	Y
KY	2	-	-	-	-	A	-	-	-	A	-	-	A	A	-	-	A	A	A	A	A	-	-	-	A	A	-	-	-	A	-	A	-	-	-	Y	Y	-	-	-	-	Y	-	-	-	-
LA	4	A	-	-	A	A	A	A	A	-	-	A	A	-	A	A	-	A	A	A	-	A	A	A	A	-	-	A	A	A	A	-	-	-	Y	Y	Y	-	Y	-	-	Y	Y	Y	-	-
MA	1	-	-	-	-	A	-	-	-	A	-	A	-	-	-	A	-	A	A	-	-	-	-	A	-	A	-	A	A	A	-	-	-	-	-	Y	-	-	-	-	-	Y	-	-	-	-
MD	2	-	-	-	A	-	A	-	A	A	A	A	A	A	A	A	A	A	A	A	-	-	-	A	A	A	-	A	A	A	A	-	-	-	Y	Y	Y	-	-	-	-	Y	-	Y	Y	Y
ME	1	-	-	-	-	A	-	-	-	A	-	-	A	-	-	A	A	A	A	A	-	-	-	-	A	-	-	-	-	A	-	-	-	-	-	Y	Y	Y	-	-	-	-	-	-	-	-
MI	2	-	-	-	-	A	A	-	A	A	-	-	A	-	-	A	-	A	A	-	S	-	-	A	A	S	S	A	A	A	A	S	-	-	-	Y	Y	Y	-	-	Y	-	Y	Y	-	Y
MN	0																																												
MO	2	-	-	-	S	-	S	S	-	S	-	S	S	-	S	-	S	S	S	S	-	-	-	S	S	-	-	S	-	S	-	-	-	-	-	Y	Y	-	-	-	-	-	Y	-	Y
MS	3	-	-	-	-	A	A	A	A	A	A	-	A	-	A	A	A	A	-	A	-	-	A	A	A	A	-	A	A	A	-	A	-	-	Y	Y	Y	-	-	-	-	Y	Y	Y	-	-
MT	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	-	A	A	A	-	-	A	-	-	-	-	A	-	-	-	-	-	-	-	Y	Y	-	-	-	-	-	-	-	-	-
NC	3	-	-	-	A	A	A	A	A	A	A	A	-	-	A	A	A	A	A	A	-	-	S	A	A	-	-	A	A	A	-	-	-	-	-	Y	Y	Y	Y	-	-	Y	-	-	-	-
ND	1	-	-	-	A	-	-	A	-	A	-	-	A	-	A	A	-	A	-	A	-	-	A	-	-	-	-	A	-	-	-	-	-	-	Y	Y	Y	Y	-	-	-	-	-	-	-	-
NE	0																																												
NH	1	-	-	-	A	-	-	A	-	-	-	A	-	-	A	-	A	A	A	A	-	-	-	A	A	-	-	A	A	A	-	-	-	-	-	Y	Y	-	-	-	-	-	-	-	-	-
NJ	2	-	-	-	-	-	-	-	-	A	-	-	A	A	-	A	A	A	-	-	-	-	-	A	A	-	-	A	A	A	-	-	-	-	Y	Y	-	-	-	-	Y	-	Y	-	Y
NM	4	-	A	A	A	A	A	A	-	A	-	A	A	A	A	A	A	A	A	A	A	-	A	A	A	A	L	A	A	A	L	L	L	-	Y	Y	Y	-	-	-	-	Y	-	Y	Y	-
NV	3	-	-	-	-	A	-	-	-	A	-	-	A	A	A	A	A	A	-	-	A	-	A	-	A	-	-	A	-	A	-	-	-	-	Y	Y	Y	-	-	-	-	Y	-	Y	-	-
NY	7	-	-	-	A	A	A	A	-	A	A	A	A	A	A	A	A	A	A	A	A	V	-	-	A	A	A	-	A	A	A	A	-	-	-	Y	Y	Y	Y	Y	Y	Y	-	Y	-	-
OH	4	-	-	-	-	A	-	A	-	A	A	A	A	A	-	A	A	A	A	-	-	-	-	A	A	A	-	-	A	A	A	-	-	-	-	Y	Y	-	-	-	-	Y	Y	Y	-	-
OK	2	-	-	-	A	-	A	A	A	A	A	-	A	A	A	A	A	A	A	A	-	-	A	A	A	-	-	A	-	A	-	-	-	-	Y	Y	Y	-	-	-	-	-	-	Y	-	Y
OR	2	-	-	-	A	-	A	-	-	A	-	-	A	-	-	A	A	A	-	-	-	-	-	A	A	A	-	-	A	-	A	-	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	-
PA	2	-	-	-	-	-	A	S	-	A	S	-	A	-	-	A	A	S	-	-	-	-	A	S	S	A	-	A	-	A	-	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	-
RI	4	-	-	-	-	A	-	-	-	A	-	A	-	-	-	A	A	A	-	-	-	-	A	-	A	A	-	A	-	A	-	-	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	-
SC	2	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	-	-	-	A	A	A	-	-	A	-	-	-	A	-	-	Y	Y	Y	-	Y	-	-	Y	Y	Y	-	-
SD	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	-	A	A	A	-	-	A	A	-	-	-	A	-	-	-	-	-	-	-	Y	Y	-	-	-	-	-	-	-	-	-
TN	4	-	-	A	A	A	A	A	A	A	A	-	A	-	A	A	A	A	A	A	-	-	A	A	A	A	-	A	-	A	-	-	-	-	Y	Y	Y	-	-	-	Y	Y	-	Y	-	-
TX	1	-	-	-	A	A	A	A	A	A	-	A	A	A	-	A	A	A	A	A	-	-	-	A	A	-	-	A	-	A	-	-	-	-	Y	Y	Y	Y	-	-	-	Y	-	Y	-	Y
UT	3	-	V	V	V	V	V	A	V	V	A	V	A	V	A	A	V	V	V	A	-	-	A	V	V	V	-	A	V	V	V	-	-	-	Y	Y	Y	Y	-	-	-	-	-	Y	-	-
VA	2	-	-	-	-	A	-	A	A	A	A	A	A	A	A	A	A	A	A	A	-	-	A	A	A	-	-	A	A	-	-	A	-	-	Y	Y	Y	Y	Y	-	-	Y	-	Y	-	-
VT	2	-	-	-	-	V	-	-	-	V	-	V	-	-	-	-	V	V	-	-	-	-	-	V	-	V	V	-	V	V	-	-	-	-	Y	Y	Y	-	-	-	-	-	-	Y	-	-
WA	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	-	A	A	A	-	-	A	-	-	-	-	A	-	-	-	-	-	-	Y	Y	Y	-	-	-	-	Y	-	Y	-	-
WI	2	-	-	-	A	A	-	-	-	A	-	A	-	-	A	A	-	A	A	A	-	-	A	A	A	-	-	A	A	A	-	-	-	-	-	-	Y	-	-	-	-	-	Y	-	-	-
WV	3	-	A	A	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-	-	A	A	A	A	-	A	A	A	-	-	-	-	-	Y	-	-	-	-	-	-	-	Y	Y
WY	1	-	-	-	-	-	-	-	-	-	S	S	S	S	-	-	-	-	-	-	S	-	-	-	-	S	-	-	-	-	-	S	S	-	-	Y	Y	-	-	-	-	-	-	-	-	-
Total	107	2	3	4	24	32	22	23	18	39	16	30	35	16	38	28	34	43	30	26	6	3	29	33	36	23	4	41	24	36	9	10	4		27	43	38	10	5	1	3	17	8	33	5	11

Note: Colorado (CO), Iowa (IA), Minnesota (MN), and Nebraska (NE) did not administer any statewide assessments in 1995-96.

Summary Table Legend

Notes: Totals are computed by adding the number of A's, S's, V's, L's, and Y's in each column. In any cell, only one description is included. If multiple component description were possible for the same cell, then this cell was coded to match the component testing the most students. See Part III of the survey of the SSAP database for component names and component-level descriptions.

#COM=Number of State Assessment Components

Cell Contents
(indicates at least one component where)

- A= All students are tested
- S= Students are sampled
- V= Inclusion is voluntary for students, schools, or school districts
- L= Assessments are locally determined
- Y= Purpose is checked for at least one component

Subjects

- LA= Language Arts
- R= Reading
- W= Writing
- M= Math
- Sc= Science
- SS= Social Studies
- Voc= Vocational Ed
- Ap= Aptitudes

Test Type

- NRT= Norm-referenced testing
- CRT= Criterion-referenced testing
- WA= Writing assessment
- Per= Performance assessment
- Prt= Portfolio Assessment

Item Type

- MC= Multiple-choice items
- SWR= Short written response
- EWR= Extended written response
- PT= Performance Tasks
- ESW= Examples of Student Work
- Prj= Projects

Testing Program Purposes

Instructional Purposes

- StD= Student diagnosis or placement
- Imp= Improvement of instruction
- PE= Program Evaluation

Student Accountability

- StA= Student diagnois or placement
- StP= Student promotion
- HD= Honors diploma
- ED= Endorsed diploma
- HSG= High school graduation (exit requirement)

School Accountability

- ScA= Student awards or recognition
- SPR= Public school performance reporting
- HSk= High school skills guarantee
- Acr= Accreditation

State Assessment Director

AK Name: Nancy Buell
Alaska Department of Education
Address: 801 South 10th Street, Suite 200
Juneau AK 99801
Phone Number: 907-465-2830 Fax Number: 907-465-3396
Email Address: nbuell@educ.state.ak.us

AL Name: Gloria Turner
Alabama Department of Education
Address: 50 N. Ripley, Room 3304
Montgomery AL 36104
Phone Number: 334-242-8038 Fax Number: 334-242-7341
Email Address: gturner@sdenet.alsde.edu

AR Name: Brenda Henderson
Arkansas Department of Education
Address: Four State Capitol Mall, Room 305
Little Rock AR 72201
Phone Number: 501-682-4207 Fax Number: 501-682-4898
Email Address: chandram@loki.k12.ar.us

AZ Name: Frank Anthony
Arizona Department of Education
Address: 1535 West Jefferson
Phoenix AZ 85007
Phone Number: 602-542-3824 Fax Number: 602-542-3620
Email Address:

CA Name: Gwen Stephens
California Department of Education
Address: 721 Capitol Mall, Sixth Floor
Sacramento CA 95814
Phone Number: 916-653-7020 Fax Number: 916-657-4964
Email Address:

CO Name: Don Watson
Colorado Department of Education
Address: 1581 Logan Street, Suite 740
Denver CO 80203
Phone Number: 303-894-2155 Fax Number: 303-894-2141
Email Address:

State Assessment Director

CT Name: Peter Behuniak
Connecticut Department of Education
Address: 165 Capitol, Room 336
Hartford CT 06106
Phone Number: 860-566-2201 Fax Number: 860-566-1625
Email Address:

DE Name: Rebecca Kopriva
Deleware Department of Public Instruction
Address: Federal and Lockerman Streets, Townsend Building
Dover DE 19903
Phone Number: 302-739-6700 Fax Number: 302-739-3092
Email Address: rkopriva@state.de.us

FL Name: Thomas Fisher
Florida Department of Education
Address: 325 West Gaines Street, Room 414
Tallahassee FL 32399
Phone Number: 904-488-8198 Fax Number: 904-487-1889
Email Address: fishert@smtp.dc.doe.state.fl.us

GA Name: David Harmon
Georgia Department of Education
Address: 1870 Twin Towers East, Suite 1754
Atlanta GA 30334
Phone Number: 404-656-2668 Fax Number: 404-656-5976
Email Address: dharmon@gadse.gac.peachnet.edu

HI Name: Selvin Chin-Chance
Hawaii Department of Education
Address: 3430 Leahi Avenue, Building D
Honolulu HI 96815
Phone Number: 808-733-9003 Fax Number: 808-733-4492
Email Address: psjr80a@prodigy.com

IA Name: Leland Tack
Iowa Department of Education
Address: Grimes State Office Building
Des Moines IA 50319
Phone Number: 515-281-4835 Fax Number: 515-242-5988
Email Address: ltack@max.state.ia.us

State Assessment Director

ID Name: Sally Tiel
Idaho Department of Education
Address: 650 West State Street
Boise ID 83702
Phone Number: 208-332-6943 Fax Number: 208-334-4664
Email Address: srtiel@sde.state.id.us

IL Name: Merv Brennen
Illinois State Board of Education
Address: 100 North First Street
Springfield IL 62777
Phone Number: 217-782-4823 Fax Number: 217-782-6097
Email Address: mbrennan@spr4.isbe.state.il.us

IN Name: Rick Peters
Indiana Department of Education
Address: State House, Room 229
Indianapolis IN 46204
Phone Number: 317-232-9050 Fax Number: 317-232-9121
Email Address: rpeters@dew5.doe.state.in.us

KS Name: Ann Harrison
Kansas Department of Education
Address: 120 South East 10th Avenue
Topeka KS 66612
Phone Number: 913-296-3605 Fax Number: 913-296-7933
Email Address: aharrison@smtpgw.ksbe.state.ks.us

KY Name: Betty Edwards
Kentucky Department of Education
Address: 500 Metro Street, 18th Floor, CPT
Frankfort KY 40601
Phone Number: 502-564-2106 Fax Number: 502-564-9848
Email Address: bedwards@plaza2.kde.state.ky.us

LA Name: Rebecca Christian
Louisianna Department of Education
Address: 626 North 4th Street
Baton Rouge LA 70804
Phone Number: 504-342-3748 Fax Number: 504-342-3684
Email Address: rchristian@mail.doe.state.la.us

State Assessment Director

MA Name: Jeff Nellhaus
Massachusetts Department of Education
Address: 350 Main Street
Malden MA 02148
Phone Number: 617-388-3300x327 Fax Number: 617-388-3386
Email Address: jnellhaus@doe.mass.edu

MD Name: Steve Ferrara
Maryland Department of Education
Address: PRIM, 200 West Baltimore
Baltimore MD 21201
Phone Number: 410-767-0081 Fax Number: 410-333-0052
Email Address: steve_ferrara@amail.umd.edu

ME Name: Brud Maxey
Maine Department of Education
Address: 23 State House Station
August ME 43333
Phone Number: 207-287-5996 Fax Number: 207-287-5995
Email Address: brud.maxey@state.me.us

MI Name: Diane Smolen
Michigan Department of Education
Address: 608 West Allegan
Lansing MI 48933
Phone Number: 517-373-8393 Fax Number: 517-335-1186
Email Address: ac598@leo.nmc.edu

MN Name: Mike Tillman
Minnesota Department of Children, Families, and Learning
Address: 550 Cedar Street
St. Paul MN 55101
Phone Number: 612-282-6279 Fax Number: 612-282-6779
Email Address: michael.tillmann@state.mn.us

MO Name: Jim Friedebach
Missouri Department of Education
Address: Secondary Education, 205 Jefferson, Eighth Floor
Jefferson City MO 65101
Phone Number: 573-751-1395 Fax Number: 573-526-0812
Email Address: jfriedeb@mail.dese.state.mo.us

State Assessment Director

MS Name: Acting Director
Mississippi Department of Education
Address: Walter Sillers Building, Suite 805
Jackson MS 39205
Phone Number: 601-359-3052 Fax Number: 601-359-2471
Email Address:

MT Name: Dori Nielson
Montana Office of Public Instruction
Address: State Capitol
Helena MT 59620
Phone Number: 406-444-3656 Fax Number: 406-444-3924
Email Address: dori@opi.mt.gov

NC Name: Louis F. Sabrizio
North Carolina Department of Public Instruction
Address: 301 North Wilmington Street
Raleigh NC 27601
Phone Number: 919-715-1207 Fax Number: 919-715-1204
Email Address:

ND Name: David Lee
North Dakota Department of Public Instruction
Address: 600 East Boulevard Avenue
Bismarck ND 58505
Phone Number: 701-328-2269 Fax Number: 701-328-4770
Email Address: dlee@C01as400.state.nd.us

NE Name: Jack Gilsdorf
Nebraska Department of Education
Address: 300 Centennial Mall, South
Lincoln NE 68509
Phone Number: 402-471-2444 Fax Number: 402-471-0117
Email Address: jack_g@nde4.nde.state.ne.us

NH Name: Bill Ewert
New Hampshire Department of Education
Address: 101 Pleasant Street
Concord NH 03301
Phone Number: 603-271-2298 Fax Number: 603-271-1953
Email Address: e_twomey@ed.state.nh.us

State Assessment Director

NJ Name: Jerry DeMauro
New Jersey Department of Education
Address: 240 West State Street, 12th Floor, CN 500
Trenton NJ 08625
Phone Number: 609-984-6311 Fax Number: 609-984-6032
Email Address:

NM Name: Carroll Hall
New Mexico Department of Education
Address: Education Building
Sante Fe NM 87501
Phone Number: 505-827-6524 Fax Number: 505-827-6616
Email Address:

NV Name: Thomas Klein
Nevada Department of Education
Address: 700 East Fifth, Room 108
Carson City NV 89710
Phone Number: 702-687-9184 Fax Number: 702-687-9101
Email Address:

NY Name: David Bower
New York State Education Department
Address: State Education Department, Room 773, EBA
Albany NY 12234
Phone Number: 518-474-5902 Fax Number: 518-474-1989
Email Address:

OH Name: E. Roger Trent
Ohio Department of Education
Address: 65 South Front Street, Room 202
Columbus OH 43215
Phone Number: 614-466-3224 Fax Number: 614-728-7434
Email Address: ae_trent@ode.ohio.gov

OK Name: Frank Raia
Oklahoma Department of Education
Address: 2500 North Lincoln Boulevard
Oklahoma City OK 73105
Phone Number: 405-521-3341 Fax Number: 405-521-6205
Email Address: fraia@sde.state.ok.us

State Assessment Director

OR Name: Michael Dalton
Oregon Department of Education
Address: 255 Capitol Street, North East
Salem OR 97310
Phone Number: 503-378-5585x253 Fax Number: 503-373-7968
Email Address: wayne.neuburger@state.or.us

PA Name: Lee Plempel
Pennsylvania Department of Education
Address: 333 Market Street
Harrisburg PA 17126
Phone Number: 717-787-4234 Fax Number: 717-783-6642
Email Address: lplempel@northstar.csiu.K12.pa.us

RI Name: Pasquel DeVito
Rhode Island Department of Education
Address: 225 Westminister, Room 512
Providence RI 02903
Phone Number: 401-277-4600x2100 Fax Number: 401-277-6667
Email Address: ride0052@ride.ri.net

SC Name: Susan Agruso
South Carolina Department of Education
Address: 1429 Senate Street
Columbia SC 29201
Phone Number: 803-734-8298 Fax Number: 803-734-8886
Email Address: sagruso@sde.state.sc.us

SD Name: Gary Skogland
South Dakota Department of Education
Address: 700 Governors Drive
Pierre SD 57501
Phone Number: 605-773-5229 Fax Number: 605-773-6139
Email Address: garys@deca.state.sd.us

TN Name: Fretta Bunch
University of Tennessee
Address: 600 Henley Street, Room WU004
Knoxville TN 37996
Phone Number: 423-974-5385 Fax Number: 423-974-5461
Email Address:

State Assessment Director

TX Name: Keith Cruse
Texas Education Agency
Address: 1701 North Congress Avenue
Austin TX 78701
Phone Number: 512-463-9536 Fax Number: 512-463-9306
Email Address: kcruse@tenet.edu

UT Name: Barbara Lawrence
Utah Department of Education
Address: 250 East 500 South
Salt Lake City UT 84111
Phone Number: 801-538-7810 Fax Number: 801-538-7768
Email Address:

VA Name: Doris Redfield
Virginia Department of Education
Address: 101 North 14th Street
Richmond VA 23219
Phone Number: 804-225-2102 Fax Number: 804-371-8978
Email Address: dredfiel@pen.K12.va.us

VT Name: Elaine Granger
Vermont Department of Education
Address: 120 State Street
Montpelier VT 05620
Phone Number: 802-828-3115 Fax Number: 802-828-3146
Email Address:

WA Name: Duncan MacQuarrie
Office of Superintendent of Public Instruction
Address: Old Capitol Building
Olympia WA 98504
Phone Number: 360-753-3449 Fax Number: 360-586-2728
Email Address: duncanm@inspire.ospi.wednet.edu

WI Name: Darwin Kaufman
Wisconsin Department of Public Instruction
Address: 125 South Webster, GEF3
Madison WI 53770
Phone Number: 608-267-9111 Fax Number: 608-266-8770
Email Address: kaufmdb@mail.state.wi.us

State Assessment Director

WV Name: Karen Nicholson
West Virginia Department of Education
Address: Building Six, Room B-057
Charleston WV 25305
Phone Number: 304-558-2546 Fax Number: 304-558-1613
Email Address:

WY Name: Al Sheinker
Wyoming Department of Education
Address: 2300 Capitol A, Second Floor
Cheyenne WY 82002
Phone Number: 307-777-6213 Fax Number: 307-777-6234
Email Address: ashienke@educ.state.wy.us

41

Part 1.01 Please give a brief description of your state assessment program in 1995-96.

ST	Response
AK	By state law. All grade 4, 8, and 11 students are assessed using a norm-referenced test in the areas of reading, language arts and math. The CAT/5 was used for the first time in 1995-96. Data for the state and district is reported annually in the "Report Cards to the Public," which reports the percentage of students scoring in the upper and lower quantities.
AL	Students in grades 3 through 12 are tested with a variety of assessments. Norm-referenced assessments are given for comparative data to show the state's relative position in the nation. Criterion-referenced assessments are given to determine the strengths and weaknesses of students and to improve instruction and curriculum.
AR	Last year all students in grades 4, 7, and 10 took state-adopted, norm-referenced test (Stanford 8). Testing scores were reported by district on state report card. The field and pilot test was given to students in grade 11 for the criterion-referenced test. Forth-grade students took the field test for the criterion-referenced exam. Results were used to set standards for the tests. Score reports went to district.
AZ	Arizona students in grades 4, 7 and 10 were assessed using the ITBS reading, language, and mathematics sub-tests. The results were utilized by districts and reported on the state produced "School Report Cards."
CA	The current assessment program is defined by three pieces of legislation, Assembly Bill 265 (AB 265), Senate Bill 430 (SB 430), and Assembly Bill 2105 (AB 2105). AB 265 was approved by the Governor in October 1995, SB 430 was approved in June 1996, and AB 2105 was approved in September 1996. This legislation establishes the Commission for the Establishment of Academic Content and Performance Standards whose charge is the development of academically rigorous content and performance standards in the major subject areas (i.e., language arts, mathematics, history/social science, and science). These standards are to be developed on or before October 1, 1997 and adopted by the State Board of Education by January 1, 1998. The legislation also calls for the development of a statewide pupil assessment program. The statewide pupil assessment program has several components: (1) local assessment of basic academic skills, (2) statewide assessment of applied academic skills, (3) Golden State Examinations (GSE), (4) physical fitness testing, and (5) assessments in career education. Local assessment of basic skills is optional with incentive funding to encourage districts to participate. To participate districts must test all students in grades 2-10 with a test from the State Board of Education list of approved tests. Tests must provide individual results and students must be tested in reading, spelling, written expression, and mathematics. Results must be reported to parents and teachers within the same academic year in which the test was administered. The statewide assessment of applied academic skills will be developed by contracted publishers after the State Board of Education approves the content and performance standards. Assessments will be developed for reading, writing, mathematics, history/social science, and science. All students in grades 4, 5, 8, and 10 will be tested. Results will be reported at the school, district, county, and state levels. GSE are voluntary end-of-course exams in algebra, geometry, U.S. history, economics, biology, chemistry, coordinated science, written composition, and U.S. government/civics. The GSE program offers high school and middle grade students the opportunity to be voluntarily assessed at the end of key courses to earn recognition for academic achievement. Students can also earn a Golden State Seal Merit Diploma. This diploma recognizes students who have been successful on at least six of the GSEs. Physical fitness testing is mandated for all students in grades 5, 7, and 9. The Prudential Fitnessgram is designated as the state's fitness test. Assessments in career education have been piloted by the state in recent years and continue to be developed.
CO	The Colorado Student Assessment Program was suspended for the 1993-95, 1994-95, and 1996-97 school years. A new program has been developed, based on content standards for grades 4, 8, and 11. The new Colorado Student Assessment Program will be implemented during the 1996-97 school year for a Spring 1997 baseline assessment. Assessment of grades and subject areas will be phased in. The initial 1997 assessment will assess all fourth-grade students in the content areas of reading, writing, and geography. All eighth-grade students will be assessed in these subjects in 1998, while all fourth-grade students will be assessed in math, science, and history. In 1999, fourth grade students (either all or a sample) again will be assessed in reading, writing, and geography; eight grade students will be tested in math, science, and history; and all 11th-grade students will receive their first reading, writing, and geography assessment. These cycles will be repeated. Students also will be assessed in the areas of art, music, civics, economics, foreign languages, and physical education upon adoption of model content standards in these areas. The new assessment program will consist of both traditional and performance measures.

Part 1.01 **Please give a brief description of your state assessment program in 1995-96.**

ST	Response
CT	Connecticut has a two-pronged approach to assessment: The Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). The CMT is a criterion-referenced test given every fall to every Connecticut fourth-, sixth- and eighth-grade public school student. It assesses mathematics and language arts. Language arts includes reading and writing. The second generation of the CMT includes open-ended and performance items. The CAPT was administered for the first time in the spring of 1994. It is administered to all grade 10 students and voluntarily to students in grades 11 and 12 who did not meet standards. The areas tested include mathematics, science, language arts, and an interdisciplinary test. It is primarily performance assessment with some traditional item format. A certification of mastery is awarded to each student listing each section of the test where the state's goal is achieved.
DE	During 1995-96 school year, a state-developed writing assessment was administered to students in grades 3, 5, 8, and 10.

Part 1.01 **Please give a brief description of your state assessment program in 1995-96.**

ST	Response

FL Grade Ten Assessment Test (GTAT):

The Grade Ten Assessment Test (GTAT) is a standardized, norm-referenced achievement test. The GTAT consists of two 40-minute multiple-choice subtests that measure the performance of Florida tenth-grade students in the subject areas of reading comprehension and mathematics. The results are used to characterize school-level performance. The results also provide useful information for instructional improvement. They are intended to supplement teacher judgments and to be used in conjunction with other information about students' achievement in the classroom. In April 1996, the GTAT was administered to grade ten high school students; the test results reflected the achievement of 104,549 tenth-grade students in reading comprehension and 103,610 tenth-grade students in mathematics. This five-year assessment program began in 1992 and served as a transition from earlier minimal skill assessment programs to new standard-based assessment programs currently being developed. The April 1996 testing was the final administration of GTAT. Legislative mandate authorized creation of this assessment.

High School Competency Test (HSCT):

Students in Florida's public schools are required to pass the High School Competency Test (HSCT) in order to receive a standard diploma. The HSCT is a test of the application of basic skills in reading, writing, and mathematics in everyday life situations and is first administered to regular high school students in the 11th grade. The HSCT may be taken up to five times during the 11th and 12th grades. Students may retake the HSCT during an additional year of high school or as an adult as many times as is neccessary. An updated version of the HSCT was administered for the first time in October 1994. During the October 1995 administration, 104,091 grade 11 students took the mathematics section and 102,455 grade 11 students were tested on the communications section of the HSCT. Results of the HSCT are reported using an equated score scale; a minimum scale score of 700 is required for passing each of two sections of the HSCT. In addition to certifying that individual students have achieved the basic skills measured by the test, the test results for grade 11 students are used for school-level accountability purposes. The test results also provide students, teachers, and counselors with a skill achievement record of all students taking the HSCT; the most important use of these data is to identify specific skill areas in which students may require additional instruction. Legislative mandate authorized creation of this assessment.

Florida Writing Assessment Program:

The Florida Writing Assessment requires a student to produce a piece of writing in response to an assigned topic stated in a prompt. Students' writing may be in the form of a story, essay, or letter. The writing is then scored according to specific, predetermined criteria. Florida's writing assessment, as a direct measure of writing achievement, requires students to write independently for a variety of purposes (i.e., to explain, tell a story, to persuade) within a 45-minute time period. The writing assessment is intended to provide information about the writing achievement of students at individual, school, district, and state levels. In 1995-96, the writing assessment involved a census assessment in grades 4, 8, and 10. The spring 1996 assessment involved 143,210 grade 4 students, 130,994 grade 8 students, and 107,745 grade 10 students. Results from each assessment provide useful information to classroom teachers and school district administrators about students' writing achievement. Results for the assessment are also used for school-level accountability purposes. Legislative mandate authorized creation of this assessment.

Grade Four and Eight Norm-Referenced Tests:

The Department of Education collects data resulting from norm-referenced tests (NRTs) administered by local districts in grades 4 and 8. Specifically, districts submit scores in reading and mathematics for all students in grades 4 and 8. The data are compiled by the Department and results for each school and district are reported in the school profile report produced by the Department. These data are also used for school-level accountability purposes.

Part 1.01 Please give a brief description of your state assessment program in 1995-96.

ST	Response
GA	The Georgia Student Assessment Program includes the Georgia Kindergarten Assessment Program (GKAP), which is individually administered to all public school students throughout the kindergarten year; Curriculum-Based Assessments (CBAs) via matrix sampling are administered to all public school students in grades 3, 5, and 8 in mathematics, language arts, reading, science, social studies, and (for grades 5 and 8 only) health. This activity includes writing assessments for individual students in grades 3, 5, and 8. At grade 11, curriculum-based assessments addressing higher-order skills, problem solving, and writing are administered to all students for graduation purposes. Norm-referenced tests (NRTs) are administered in grades 3, 5, and 8 in mathematics and reading as an "every student" testing program and at grade 11 via matrix sampling. The Iowa Test of Basic Skills (ITBS) is used for grades 3, 5, and 8. At grade 11, the Tests of Achievement and Proficiency (TAP) are administered in reading, mathematics, written expression, social studies, and science. The two norm-referenced tests (ITBS and TAP) used by Georgia are commercially developed and published. The CBAs, writing assessments, and the GKAP are state-developed assessments by Georgia educators. The results of these assessments are used to provide information for instructional planning, provide feedback to students and parents, assist in the evaluation of the effectiveness of educational programs, determine achievement standards, and provide state-level information. The writing assessments, GKAP, the NRTs at grade 3, 5, and 8, and the graduation assessment also provide individual student data. Also schools and systems have the option to administer supplemental CBAs to obtain individual student data.
HI	The Hawaii statewide testing program consists of the following: 1. Stanford Achievement Test (8th Ed.) administered to all eligible students in grades 3, 6, 8, and 10 to provide comparative national data at the class, school, district, and state level. 2. Hawaii State Test of Essential Competencies (HSTEC) to students in grades 10 through 12 to assess attainment of 15 Essential Competencies for diploma certification purposes. Students are allowed multiple attempts. 3. Credit by examination, which allows students to earn course credit by passing selected content area tests.
IA	Iowa does not have a mandated state assessment program. All districts must include student achievement goals in their plans and develop an assessment system to monitor progress toward those goals, but the selection of the instruments and the schedule of administration are determined locally. Approximately 99 percent of all districts participate in the Iowa Testing Program on a voluntary basis.
ID	Idaho's current assessment program consists of a Direct Writing Assessment for grades 4, 8, and 11 and standardized testing for grades 4 and 8 using the Iowa Tests of Basic Skills (form K) and the Tests of Achievement and Proficiency for grade 11. Our testing program is mandated by the state board of education and the results are used for the improvement of curriculum and instruction throughout the state. We also have a new direct mathematics assessment for grades 4 and 8 and interdisciplinary assessments for grades 9 through 12. These assessments are optional at this time.
IL	All students in grades 3, 6, 8, and 10 are tested via the Illinois Goal Assessment Program (IGAP) in reading, mathematics, and writing. All students in grades 4, 7, and 11 are tested via IGAP in science and social science. Results are used for trend comparisons and comparisons to the criterion-referenced state standards. At the state level, they are used for accountability, school designations and recognition status, and policymaking. At the school level they are used for program evaluation and school improvement planning.
IN	Grades 3, 6, and 10--used for remediation funding and media reports.
KS	In order to prepare students for the 21st century, we are focusing on process as well as product in all of our assessments. Measurement of higher-order skills has taken the place of basic skills assessment. We are including a performance-based format in all areas. Where multiple choice is still a necessity, questions focus on cognitive processes and greater care is given to measuring problem solving and critical thinking. In 1995-96, grades 3, 7, and 10 were tested in reading; grades 4, 7, and 10 in mathematics; and grades 5, 8, and 10 in writing.

Part 1.01 Please give a brief description of your state assessment program in 1995-96.

ST	Response
KY	The Kentucky Instructional Results Information System (KIRIS) assessment comprises three components: open-response, performance events, and portfolios in mathematics and writing. All 4th, 8th, and 11th graders participate. The program is administered as the cognitive component of a "high-stakes" school building and local school district accountability requirement.
LA	The Louisiana Educational Assessment Program (LEAP) includes a kindergarten developmental readiness screening program; criterion-referenced tests that are administered in grades 3, 5, and 7 in math and language arts; a Graduation Exit Examination in the subjects of English/language arts, written composition, math, science, and social studies that must be passed to receive a state diploma; and norm-referenced tests administered at grades 4 and 6.
MA	The Massachusetts Educational Assessment Program (MEAP) was first administered in 1986, with subsequent administrations in 1990, 1992, 1994, and 1996. The purpose of the MEAP is to provide information to improve curriculum and instruction and to provide reliable results for comparisons at the school, district, and state levels. All Massachusetts public school students enrolled in grades 4, 8, and 10 are expected to participate in MEAP testing. The MEAP contains tests in reading, mathematics, science, and social studies. Each test is composed of multiple-choice and open-ended questions.
MD	1. Grades 7 through 12: The Maryland Functional Tests are a high school graduation requirement that uses multiple-choice CRTs in reading, mathematics, and citizenship. These tests are administered by pencil and paper or computer adaptively. 2. Grades 7 through 12: The Maryland Writing test is also a high school graduation requirement that uses two writing samples, narrative and expository. 3. Samples of students in grades 2, 4, and 6: A norm-referenced testing program uses the CTBS/5 in math, reading comprehension, and language for state- and district-level reporting every other year. Will be administered next in 1996-97. 4. Grades 3, 5, and 8: The Maryland School Performance Assessment Program uses criterion-referenced performance assessments for school, district, and state reporting and school performance accountability in reading, writing, language usage, math, science, and social studies.
ME	Since the 1985 school year, all 4th, 8th, and 11th graders are assessed in reading, writing, mathematics, science, social studies, and arts and humanities. Currently both common and matrix sampled constructed response items are used to produce individual results in reading, writing, and mathematics and school and district results in all six subject areas. In 1994 a health assessment was initiated in grade 4 and expanded to grade 8 in 1995. The primary use of the MEA results are for program improvement at the school- and district-, and state-level policy analysis. Individual results are reported directly to parents, and school-level results are reported publicly through the news media.
MI	The Michigan Educational Assessment Program (MEAP) assesses all 4th-, 7th-, and 11th-grade students in mathematics and reading, and all 5th-, 8th-, and 11th-grade students in science and writing. The tests are criterion-referenced and measure predetermined state goals and objectives.
MN	We are in transition from a voluntary curriculum-based assessment program to a standards-driven system with minimum competency tests required for graduation.
MO	The Missouri Mastery and Achievement Test, a criterion-referenced, multiple-choice achievement test based on the Missouri Core Competencies and Key Skills, is available for use by the local districts in grades 2 through 10. The state collects a state sample for grades 8 and 10 and provides a yearly report. The State conducts a writing sample for grades 5, 8, and 11. The MMAT assesses reading/language arts and mathematics in grade 2 and reading/language arts, mathematics, science, and social studies in grades 3-10.
MS	NRT, grades 4-9; secondary end of subject CRTs; basic skills competency CRT required for high school graduation; and an occupational skills assessment for program computers in eight (8) program areas. Test results are used for purposes of accountability, program evaluation, and as a measure of student progress, as recommended by the State Superintendent's Task Force on Accountability and Learning.

Part 1.01 Please give a brief description of your state assessment program in 1995-96.

ST	Response
MT	All districts use standardized, norm-referenced tests for grades 4, 8, and 11 annually selected from a list of board-approved published tests. The NCE scores are summarized at the state level by grade, test, and subject (reading, language arts, math, science, social studies).
NC	Grades 1 and 2 are assessed in reading and mathematics as a local option by observation. Grades 3 through 8 take multiple-choice tests in reading and mathematics. In addition, writing is assessed in grades 4 and 7. End-of-course tests are administered at the end of high school subjects in Algebra I; Biology; English I; Economics; Legal and Political Systems; English II (Writing); and U.S. History. Results from the tests in grades 3-8 and high school are used in accountability and program improvement at the state and local levels. A norm-referenced test (ITBS) is administered to a sample of students in grades 5 and 8. In addition, there is participation in the NAEP assessment. Through a block grant allocation of funds to each LEA, the state funds one administration of the PSAT for college-bound students.
ND	Students in grades 3, 6, 8, & 11 were assessed with the CTBS/4 and the TCS in the spring. On these assessments, students results are compared to other schools in the nation. Reading, Language, Math, Spelling, Word Analysis, Study Skills, Science & Social Studies were assessed. The results are used for school/Education Improvement, one method of determining some strengths and weaknesses in the curriculum, as well as classroom and individual student Mastery Scores.
NE	None.
NH	In May of each year (starting in May 1994) all public school third-grade students are assessed in English language arts and math. In May of each year (starting in May 1996) all public school sixth- and tenth-grade students are assessed in English language arts, math, science, and social studies. Results are used for educational improvement and as a measure of school accountability.
NJ	New Jersey's students are tested annually. However, the state conducts two tests, one to identify students in need of possible remediation and the other to certify high school diplomas. The grade 8 "Early Warning" test identifies students below state standards in reading, mathematics, and writing; these students may be in jeopardy of not passing the grade 11 High School Proficiency Test (HSPT). The grade 11 HSPT became the legislatively mandated graduation test in the fall of 1993.
NM	1. A norm-referenced standardized test (ITBS) for grades 3, 5, and 8 for accountability. 2. A writing portfolio for grades 4 and 6 and optionally at grade 8 for instructional improvement and accountability. 3. A high school competency examination, a criterion-referenced test and graduation requirement, is offered to tenth graders with the option to retake at grade 11 or 12 if unsuccessful. 4. Districts must design reading assessments for grades 1 and 2 and report the results to the SEA.
NV	1. Census norm-referenced testing in reading and mathematics at grades 4 and 8 using the CTBS/4. 2. Census norm-referenced testing in language at grade 4 using the CTBS/4. 3. Census direct writing assessment at grade 8 that is analytic-trait scored. 4. Census high school proficiency examinations at grade 11 required for graduation. Students who do not pass the examinations at grade 11 have up to four opportunities to take examinations not yet passed at grade 12. These tests include norm-referenced tests of reading and mathematics and direct writing assessment that is holistically scored. All components are required by law (NRS 389.015), and are used, in part, for reporting for accountability at the district and state levels. At grades 4 and 8 there are no consequences prescribed for failure but the results are intended to be used for individual diagnosis and prescription of instruction. At grades 11 and 12, the consequences are as stated.
NY	There are seven components of the state testing program as described in part three. Each component was created for a specific purpose, but they all share three qualities. They are all based on State recommended or perscribed courses of study. They are intended to establish or maintain standards and they provide a measure of accountability for the state's elementary and secondary schools.

Part 1.01 **Please give a brief description of your state assessment program in 1995-96.**

ST	Response
OH	Ohio's statewide assessment program consists of four proficiency tests (Fourth-, Sixth-, Ninth- and Twelfth-Grade Proficiency Tests). Writing, reading, mathematics, citizenship, and science are assessed on each of the four proficiency tests. All students (except those who are IEP exempted) who are enrolled at the appropriate grade level are required to take the Fourth-, Sixth- and Twelfth-Grade Proficiency Tests. All ninth-grade students (except students who passed one or more tests in spring of eighth-grade or who are IEP exempted) are required to take the Ninth-Grade Proficiency Tests until all parts of the test have been passed, in partial fulfillment of requirements for a high school diploma. Intervention in grade five is required for the area(s) of the Fourth-Grade Proficiency Tests where a student was not proficient. Students who score at the honors level in each of the five Twelfth-Grade Proficiency Tests satisfies one of seven criteria needed for an Honors Diploma. Results go to schools for planning and are reported to the public.
OK	Norm-Referenced Testing: Iowa Tests of Basic Skills - grades 3 and 7. Criterion-Referenced Testing (CRT): Oklahoma Core Curriculum Tests - grades 5, 8, & 11 with grade 5 CRT retakes at grade 6; grade 8 retakes at grade 9, and grade 11 CRT retakes at grade 12. In 1995-96, math, science, reading (multiple-choice) and writing (extended response) were issued while fielding testing U.S. History items.
OR	Oregon tests all students in reading and mathematics at grades 3, 5, 8, and 10. All students are tested annually in writing at three grades: 5, 8, and 10. The tests are developed from state-mandated content standards and the purposes include program evaluation, school improvement, public accountability, and reporting of individual student performance. Districts use the results in their program review/improvement process. Results at the school level are reported in comparison with schools having similar socioeconomic characteristics.
PA	Grades 5, 8, and 11 students are assessed annually in reading and mathematics. Although the assessment is for program evaluation, individual student results are provided for parents, teachers, guidence counselors, and principals. School reports are provided for planning and public dissemination. Grades 6 and 9 students complete a writing sample in one-third of the schools each year as a program evaluation. Reports go to schools for planning and public dissemination.
RI	Rhode Island has a census testing program that measures language arts, math, and health. Virtually all students are included in the assessment, particularly for the performance components. The results are used for curriculum improvement purposes, for use by teachers for individual students and to support the emerging accountability system. 1. The norm-referenced component includes testing grades 4, 8, and 10 with the MAT 7 reading comprehension subtest and the mathematics concepts and problem solving subtest. 2. The writing component includes assessing with an actual writing prompt which is holistically scored, that is based on a process approach to writing. Students in grades 4, 8, and 10 are assessed. 3. The mathematics performance assessment is used for students in grade four. Extended open-response (8-10 minutes per item) instruments include 8 common and 2 matrix items across 12 forms, all matched to the RI mathematics framework. 4. The health performance assessment is used for students in grade four. Extended open-ended response (8-10 minutes per item) instruments include 8 common and 2 matrix items across 12 forms, all matched to the RI health frameworks.

Part 1.01 Please give a brief description of your state assessment program in 1995-96.

ST	Response
SC	The South Carolina state assessment system has three main parts: (1) authentic assessment, (2) criterion-referenced tests (Basic Skills Assessment Program), and (3) norm-referenced tests (Stanford 8). Authentic assessment: Teachers in the 36 schools associated with the 12 Schools Project, a state initiative to train teachers in authentic assessment, are developing performance-based assessments. In addition, about 250 teachers are developing and implementing portfolios for classroom assessment of mathematics, language arts, and science. The teachers in these projects are developing and using performance tasks and portfolios to improve instruction and learning in their classrooms. Basic Skills Assessment Program: This program requires that all public school students take a readiness test at the beginning of grade 1 and minimum skills tests in grades 3, 6, 8, and 10. The grade 10 test is an exit requirement for a high school diploma. Students who have not passed the test may retake it in grades 11 and 12. Norm-referenced program: A norm-referenced test, currently the Metropolitan Achievement Test-7, is used to assess all students at the end of grades 4, 5, 7, 9, and 11.
SD	All students at grades 4, 8, and 11 must take a norm-referenced achievement and ability test. We use the complete Battery achievement test which covers math, reading, language, social studies, science, spelling, thinking skills, listening, etc. Students are required by a State Board of Education rule to test. All nineth grade students must take an interest and aptitude test under the same rule.
TN	Tennessee's mandated testing program includes an achievement test in grades 2 through 8, a competency graduation test, and a writing assessment in grades 4, 8, and 11. Results from the achievement test are used diagnostically and for accountability. The competency test is a graduation requirement. Writing Assessment scores are used diagnostically and for program evaluation.
TX	Begun in 1990, the Texas Assessment of Academic Skills (TAAS), a legislatively-mandated criterion-referenced program, tests reading and mathematics at grades 3 through 8 and exit level; writing at grades 4, 8, and exit level; and science and social studies at grade 8. There are currently end-of-course examinations for Algebra I and Biology I.
UT	1. Statewide Testing Program. Uses a standardized norm-referenced test to assess all students at grades 5, 8, and 11 in basic academic areas. Focus is on public reporting and accountability. 2. Core Curriculum Assessment Program. A system of criterion-referenced tests and performance assessments used by districts on an elective basis to support instruction on the State Core Curriculum. 3. A Developmental State Model for Portfolios: A program for combining career guidance and student planning with documentation of accomplishments in a portfolio system. 4. State's report card. Focuses on aggegate trends in performance over time. 5. District Performance Reports. Annual compilations of indicators of performance, student body, revenues and expenditures, staffing, course enrollments, and buildings.

Part 1.01 Please give a brief description of your state assessment program in 1995-96.

ST	Response
VA	The Virginia Assessment System, through Spring 1996 consisted of two components: the Virginia State Assessment Program (VSAP), a norm-referenced achievement test battery that was given to all students in grades 4, 8, and 11; and the Literacy Passport Testing Program (LPT), criterion-referenced tests in reading comprehension, writing, and mathematics given to students beginning in grade 6. The VSAP consisted of the Iowa Test of Basic Skills (ITBS) at grades 4 and 8 and the Tests of Achievement and Proficiency (TAP) at grade 11 and was given for state, district, and school reporting purposes. Some schools and school divisions used the individual students' results for instructional planning purposes. The LPT is administered to first-time takers in grade 6 and three times annually to transfer students and to other students in grades 7 and beyond who have not previously passed all three tests. Passing all three tests is a requirement for high school membership and for awarding of a standard high school diploma. The LPT is intended to ensure that students are academically prepared to benefit from secondary school work and to ensure the integrity of the high school diploma. The Degrees of Reading Power (DRP) is used for the reading test; a state-developed, objective-referenced test for the mathematics test; and a state-developed set of writing prompts and scoring model for the writing test. Beginning in Spring 1997 the Virginia Assessment System will consist of three components: (1) Virginia State Assessment Program (VSAP), a norm-referenced achievement test battery that will be given to all students in grades 3, 5, 8, and 11; (2) Literacy Passport Testing Program (LPT), criterion-referenced tests in reading comprehension, writing, and mathematics; and (3) objective-based assessments (based on state-wide content standards known as "Standards of Learning" or SOLs) in English, mathematics, history, and science at grades 3, 5, 8, and 11 and in technology at grades 5 and 8. These assessments will be field tested in Spring '97. The VSAP will consist of the Stanford 9 TA at grades 3, 5, and 8 and the TASK at grade 11 and will be given for state, district, and school reporting purposes. Some schools and school divisions may use the individual students results for instructional planning purposes. The LPT will remain the same in form and purpose as in previous years. The SOL Assessments will be objective-based assessments in English, mathematics, history, and science administered to all students at grades 3, 5, 8, and 11 and in technology at grades 5 and 8. The SOL Assessments are intended to provide information that indicates the progress of students and schools toward meeting achievement levels on the SOLs. The SOL Assessments will be used to determine which of three levels of achievement students have achieved: (a) Does Not Meet the Standards, (b) Proficient in the Standards, or (c) Advanced Attainment of the Standards and for school and school division accountability.
VT	Vermont has a voluntary state assessment program. New standards referent exam in Math grades 4, 8, and 10 for program evaluation. Portfolios in math (grades 4, 8, and 10) and Writing (grades 5 and 8) for ongoing instruction and program evaluation.
WA	Annual testing of every student at grades 4, 8, and 11 in reading, mathematics, language, science, and social studies. Purpose is public reporting, school accountability, and allocation of compensatory funds.

Part 1.01 Please give a brief description of your state assessment program in 1995-96.

ST	Response
WI	Wisconsin Student Assessment System (WSAS) currently has Knowledge and Concepts tests in mathematics, science, social studies, reading, and language arts (including writing). The examinations are administered to all fourth, eighth and tenth graders in the state. The tests include multiple choice and short-answer questions, one writing essay, and a career interest survey. The results provide information to students, parents, schools, and also are used for accountability purposes. The purposes of the program are to (1) provide clear expectations or standards for student learning; (2) provide student achievement data relative to the expectations; (3) use assessment methods that promote high-quality curriculum and instruction; (4) provide feedback to students to assist in educational planning; (5) identify low-performing schools in each subject area; and (6) fulfill state and federal accountability,including IASA (Title I) program evaluation purposes,by providing proficiency standard results for all students. An additional statewide assessment, Wisconsin Reading Comprehension Test at third grade, measures the reading performance of third graders in order to (1) identify the reading level of students with respect to a statewide performance standard; (2) provide districts with information that will help them evaluate the effectiveness of their primary reading programs; and (3) allow schools to compare the performance of their students with state performance levels. The third-grade test uses high-quality, authentic, longer passages or excerpts of books and is administered in a consumable booklet. The questions check prior knowledge; use multiple-choice and also open-ended questions. The reading ability of students who do not score above the state performance standard on this test is reviewed further to see if the students need remedial reading assistance. Parents may participate in the decision regarding the need for remedial reading instruction. Districts with less than 80 percent of their students in the proficient category must develop a formal remediation plan. The assessment programs are to be based on Wisconsin's educational goals, measurable learner outcomes, and the WI content standards. The goals are of three types: learner goals, institutional goals, and societal goals. Learner goals refer to what students should know and be able to do as a result of their education.
WV	1. A norm-referenced test, the CTBS, is administered to all students in grades 3, 6, 9, and 11. 2. Writing assessment is administered to all students in grades 8 and 10. 3. Criterion-referenced tests are administered to all students in grades 1 through 8 in reading, math, and composition.
WY	Our only state assessment program is in vocational education. Students in grades 9-12 who are enrolled in vocational programs are assessed in applied science, applied math, applied communications, affective and thinking skills, and pre-employment and employability skills. Results are used for sorting grant priorities for vocational education.

Part 1.02 If your state participated in state NAEP, briefly describe how the assessment results are used.

ST	Response
AK	Alaska participated in NAEP for the first time in 1996. It is anticipated that the math data on NAEP will be compared to the achievement of our state's students on the CAT/5 as a "Check" mechanism.
AL	NAEP results are used by state education specialists to discern correlations between achievement and specific conditions. NAEP assessments are used to assist in designing and building state courses-of-studies.
AR	
AZ	incidental use in policy decisions.
CA	NAEP results were used to inform policymakers such as the State Superintendent of Public Instruction, the State Board of Education, the legislature, and the Governor. No formal reanalysis of NAEP results was done.
CO	NAEP results are used by the state as a reference point for student achievement. This process is informal in that the results are used in conversations with policymakers and educators.
CT	General dissemination, confirmation of identified trends.
DE	An in-house research study is designed to examine the relationship between teachers' backgrounds and student performance using NAEP data.
FL	NAEP assessment results are used as an indicator of the performance of Florida students in comparison with those of the nation and other states and to denote any trends when compared with Florida's statewide assessment programs.
GA	Results are used as an additional indicator of the performance levels of Georgia students in certain skills areas when compared with students in other parts of the U.S.
HI	Help provide stateside picture of classroom practices, student behaviors, or related student performance in the appropriate content area
IA	The NAEP results are included in the annual Condition of Education Report, shared with the State Board of Education, Governor's office and the legislature as well as disseminated to local school districts.
ID	Did not participate.
IL	Did not participate.
IN	Scores released to Indiana media to enhance public awareness of the need for continued improvement in public education.
KS	Did not participate.
KY	
LA	The results are used to give the general public and policymakers information regarding LA's performance as compared to other states on this assessment.
MA	NAEP results were reported to the public for informational purposes.
MD	Assessment results used in press release and to corroborate other state results.
ME	
MI	Yes, we participate in NAEP. The results are included, as appropriate, in a report produced by Governor Engler called "Michigan's Progress Toward the National Education Goals." Also the NAEP reports are provided to the curriculum unit as resources when planning professional development related to curriculum and instruction.
MN	FYI for districts.

Part 1.02 If your state participated in state NAEP, briefly describe how the assessment results are used.

ST	Response
MO	Missouri did participate in the state-by-state National Assessment of Education Progress. The results were disseminated to the State Board and major metropolitan newspapers.
MS	As a measure of program evaluation and student progress.
MT	Because they have been received so long after the testing, the results have had little use. However, we will be developing a team to analyze the results and provide a short Montana specific summary to districts.
NC	The NAEP results in North Carolina are reported to the State Board of Education, LEAs, and the general public. The external assessment instrument provides a measure of performance of a sample of North Carolina students in relation to the national group and other participating states. Since the tests in our state-mandated program do not contain national norms, the results from the NAEP assessment provide additional useful comparative information. Results from NAEP are linked to LEA performance to provide additional comparisons to LEA level data.
ND	1. We can compare N.D. student achievement to other states, the nation and other nations. 2. We are able to see research results on various factors about North Dakota (example: Number of years of teaching experience, etc.) 3. This is one of the multiple indicators that we look at in determining student achievement in North Dakota. 4. We inform the public and teachers of the results/research.
NE	In 1990, 1992, and 1994 participation of local districts was voluntary and participation rates did not permit valid generalization. In 1996 for the first time participation of public schools was mandated. It is not clear how the state board of education will choose to use the information now. Little was done with the information earlier.
NH	NHEIAP statewide results are used to identify areas in need of improvement.
NJ	NAEP assessments used to compare our students with students from other states and to compare results of NAEP assessments with our own state tests.
NM	Press release disseminated by SEA to various interested state parties.
NV	1996 was Nevada's first year participating in state-level NAEP. How results will be used is still to be determined. Comparison of Nevada with other states is the only obvious application at this time.
NY	Participated but results have not been formally used.
OH	Did not participate.
OK	Did not participate.
OR	To monitor progress of the state.
PA	Pennsylvania participated, but the results are not really used for any major purpose.
RI	NAEP results are used for presentation to the Board of Regents and legislators and are communicated to Superintendents and Principals for their use within the districts.
SC	Results are reported to the public and used to inform schools/districts of overall statewide strengths/weaknesses.
SD	None.
TN	Results are not used.
TX	Texas participated in the state NAEP assessment and the results are available to help state education personnel, legislators, and policymakers obtain state-level data about student performance. These results can be compared to the results of other participating states and to the national results.

BEST COPY AVAILABLE

Part 1.02 If your state participated in state NAEP, briefly describe how the assessment results are used.

ST	Response
UT	Results are used as another piece of information in determining the quality of the total educational system.
VA	Virginia participated in state NAEP. Multiple copies of the NAEP 1994 Reading State Report for Virginia booklets were provided to the state language arts coordinators for their use in planning and for workshop presentations. One wall chart containing the results of the 1994 reading state NAEP was sent to each school district (division). Superintendents have been encouraged to access NAEP documents from the World Wide Web.
VT	For grades 4 and 8 in math and grade 8 in science it serves as an external referent.
WA	1994 NAEP used to validate state assessment results at forth grade in 1994 and will serve same purpose for math at grades 4 and 8 and science at grade 8 for the 1996 NAEP
WI	Press release is issued indicating state and national results. Professional organizations are provided with subject area results.
WV	
WY	Results from NAEP are primarily used by policymakers including State Board of Education, Legislators and Department of Education staff to see how Wyoming standards compare nationwide. This is our only statewide assessment.

Part 1.03 **Please describe any requirements your state had for districts or schools to operate their own assessment programs or report results.**

ST	Response
AK	None.
AL	None.
AR	All students in K-4 are assessed by a local district plan using multiple measures. Those not functioning at grade level in reading and math must attend summer school or be retained.
AZ	District assessment plans for reading and writing are being carried out.
CA	None, other than those requirements mentioned above as part of the state testing program.
CO	Beginning with the 1997-98 school year, each district must have its own assessment program that must be aligned with its content standards for the first six areas (reading, writing, geography, mathematics, science, and history). Districts must align curriculum, instruction, assessment, and professional development with local content standards (which must meet or exceed state content standards).
CT	None.
DE	None.
FL	None.
GA	None.
HI	None.
IA	Section 280.18 of the Iowa Code states: "The periodic assessment used by a school district to determine whether its student achievement goals have been met shall use various measures for determination, of which standardized tests may be one. The board shall ensure that the achievement of goals for a grade level has been assessed at least once during every four-year period."
ID	None.
IL	Each Illinois public school must establish and implement a formal assessment system to measure student achievement in the 34 state goals for learning: language arts (6 goals), mathematics (7 goals), science (4 goals), social science (5 goals), fine arts (5 goals) and physical development/health (7 goals).
IN	None
KS	Local districts are required to produce at least three pieces of evidence of improvement for Quality Performance Accreditation. Districts may choose to use local assessments for two of those three pieces of evidence.
KY	Districts are required to publish an annual report, including state test scores and other information.
LA	None.
MA	None.
MD	None.
ME	None.

Part 1.03 **Please describe any requirements your state had for districts or schools to operate their own assessment programs or report results.**

ST	Response
MI	The Revised School Code requires all school districts wishing to be accredited to prepare and submit an annual report to the State Board of Education, by September 1 each year. Each school in the school district distributes the annual report to the public at an open meeting. The annual report includes aggregate student achievement information based upon the results of any locally-administered student competency tests, statewide tests, or nationally normed achievement tests that were given to students attending school in the district. The standards for accreditation include student performance on the Michigan Educational Assessment Program (MEAP) test as a criterion for summary accreditation, as well as other measures of student performance.
MN	None.
MO	Our state requires districts to have a comprehensive assessment program that meets the state's requirements. There is a manual attached that provides greater detail.
MS	None.
MT	Accreditation requires districts to develop assessment methods for each program area curriculum, in addition to the statewide student assessment reportings.
NC	Local school districts may at their option operate a local testing program in addition to the state-required testing program. In North Carolina, many do. In some content areas (grades 3-8 science and social studies; in high school Algebra II, Chemistry, Physical Science, Physics and Geometry), state-developed tests are made available as a summative measure for a fee to local districts for use in the optional local testing program.
ND	None.
NE	School approval standards require schools to participate in the assessment program and to report statewide assessment results to local constituency (Ed 306.19)
NH	None.
NJ	State regulations require districts to assess their pupils annually to ensure that they are prepared to function politically, economically and socially in society. Beyond the 8th- and 11th-grade tests, districts decide how best to accomplish this.
NM	During a self-study accreditation process, the district determines what additional assessments are needed.
NV	Districts are not required to operate any additional assessment program. If a district administers additional assessments, districtwide, it is required to include the results in its annual accountability reports.
NY	Results of state tests must be publically reported. There are no specific requirements for other assessments.
OH	Districts must implement "competency-based education" programs for composition, mathematics, science, citizenship, and reading in grades 1-12. Districts must develop or adopt assessment methods to measure student progress in meeting performance objectives in each area at each grade and report by grade and school the number who made satisfactory progress as shown by the assessment.
OK	None.
OR	
PA	For strategic planning, districts are to describe their plans to assess nine academic areas.
RI	Districts are required to have an assessment program that tests at least once in each grade grouping (K-4, 5-8, 9-12) as part of the State's Basic Education Program plan.
SC	No requirements.

Part 1.03 **Please describe any requirements your state had for districts or schools to operate their own assessment programs or report results.**

ST	Response
SD	None.
TN	None.
TX	None.
UT	Districts are required to assess performance on the Core Curriculum and report results in their district performance reports. State-developed tests are made available for this purpose, but districts may choose which instruments they will use.
VA	None.
VT	None.
WA	Districts are required to produce building-level "school performance reports" that must include reports (trends) of building-level state assessment results.
WI	None
WV	None
WY	We have legislation that states are school districts will have standards, measures, school improvement plans, coordinated staff development, parent involvement, assess clients ad budgets that have student learning are a priority.

Part 1.04 What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1995-96?

ST	Who	What
AK	Other	Changed from the ITBS to the CAT/5 NRT for '95-96
AL	Court Decision	Legislation is currently being drafted that addresses changes in the assessment program. The legislature is responding to a decision made in an equity lawsuit.
AL	Legislature	The state legislature passed legislation mandating norm-reference testing in grades 3-11.
AL	Other	Norm-referenced testing in grades 3-11. Making the Differential Aptitude Test and Career Interest Inventory optional for school year 1996-97; elimination of this test as a statewide test beginning with school year 1997-98.
AR		No changes
AZ	Legislature	Passed legislation which will affect future years. Grade 3-12 will be assessed in 1996-97 using a norm referenced test. In subsequent years at least four grades designated by the Board assessed on the Board's adopted essential skills. The Board will also need to adopt graduation assessments for at least reading, writing and mathematics and set the passing scores.
AZ	State Board	Adopted the Stanford 9 to replace the former NRT, ITBS.
CA		The sections of the state education code authorizing the state testing program outlined in 1.1 above were placed into law during 1995-96.
CO	Other	The standards Assessment Development and Implementation Council recommended the assessment model and plan to the State Board of Education.
CO	State Board	Adopted a model and plan to implement the state assessment program.
DE	Legislature	The deletion of Reading and Math assessments in 1995-96
FL		None
GA	State Board	(1) elimination of NRT at 11th grade (2) continued phase-in of 4th out of a total of 5 content areas to be required for passing Georgia High School Graduation Test by 1998.
HI	Other	Internal Dept. decision to delete performance-based version of our graduation test from statewide testing program.
ID	Legislature	More money for testing--added $500,000 through a decision unit requested by the state Superintendent of Education
ID	State Board	Expanding the number of grade levels to be tested from 4, 8 and 11 to 3 through 11 and added a math assessment (grades 4 and 8) and a writing assessment at grade 4.
IL	Legislature	H.B. 2596 eliminates current assessment programs in two years. Establishes high stakes individual student test in reading, writing, and mathematics at grade 3 and 5. Imposes a diploma endorsement test at grade 12 measuring student knowledge in reading, writing, mathematics, science and social science.
IN	Court Decision	Taxpayers involved in Education, Inc., et al. V.S. Indiana Department of Education, et al. November 30, 1995. Marion Superior Court request for injunction to stop testing denied.
IN	Legislature	Added applied mathematics and writing, changed grade levels tested to 3, 6 and 10 and then 3, 6, 8, and 10; changed from Spring to Fall administration beginning September 1996.
IN	State Board	Changed dates of administration from Spring to Fall
LA	Legislature	Legislation expands the NRT program beginning with 1996-97 school year.

Part 1.04 What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1995-96?

ST	Who	What
IN	State Board	Changed dates of administration from Spring to Fall
LA	Legislature	Legislation expands the NRT program beginning with 1996-97 school year.
MD	State Board	High School Assessment design and development
ME	Legislature	The task force on learning results created by this legislation will issue a report on standards in December of 1995.
ME	Other	The MEA is now totally composed of extended constructed-response questions. The scoring of writing has been refined utilizing a holistic process with analytical annotations for each student.
MI	Legislature	(1) A minor change in legislation allows the graduating class of 1997 to use the MEAP Mathematics or Reading Tests or the High School Proficiency Tests to qualify for state endorsements of the local diploma. (2) Legislation required the State Board of Education to establish a novice score for each HSPT developed. (3) The minimal student portfolio requirement was dropped from the legislation in July 1996. This has influenced the number of districts who have voluntarily used the Employability Skills Portfolios.
MI	Other	(1) New science assessments were administered for grades 5 and 8 reflecting the State Board of Education Essential Goals and Objectives for Science Education adopted in 1991. The assessments include both multiple-choice and constructed-response items. (2) New writing assessments were administered in grades 5 and 8 reflecting the State Board of Education approved Model Core Curriculum Outcomes adopted in 1991. The test consists of a single writing prompt. Students write, discuss, and revise over three class periods. This is the first time Michigan administered a writing test on an every pupil basis. (3) The new High School Proficiency Tests in Mathematics, Reading, Writing, and Science were administered in the spring of 1996. With the exception of writing, each test includes multiple-choice items and constructed-response items. The writing test asks students for three pieces of writing. (4) A statewide sample was drawn from which to report statewide data on the employability skills of 11th-grade students. The portfolios were scored by at least two independent readers.
MN	Legislature	Adopted new graduation rule in reading and mathematics.
MN	Other	Proposed grad rule in writing.
MO	Other	As a result of the Outstanding Schools Act, Missouri continues to work toward the development of a system that is primarily performance in nature.
MS	Other	Pilot administration of two (2) end-of-course area assessments and planning for development of ACT occupation-specific program tests for secondary/postsecondary program completers.
MT	Other	The Office of Public Instruction in past years gathered data from districts in average NCE score, new in 1995-96, OPI is requesting, in addition, distribution of scores by stanine.

Part 1.04 What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1995-96?

ST	Who	What
NC	State Board	At the direction of the State Legislature, the SBE in 1995, in an initiative to reform public education in North Carolina, reduced the state-required testing program in grades 3-12 by approximately 50 percent. The reduced assessment program's focus shifted to an emphasis on reading, writing, and mathematics. The grades 3-8 social studies tests were eliminated from the state-mandated testing program. At the high school level, end-of-course tests in Algebra II, Geometry, Physical Science, Physics, and Chemistry were dropped from the list of state-mandated tests. The open-ended assessment in reading, mathematics, and social studies at grades 3-8 was also eliminated from the state testing program. Writing assessment was reduced from grades 4, 6, and 8 to grades 4 and 7 only. The funding allotted for the one-time PSAT administration for college-bound students was reallocated directly to LEAs effective with the 1995-96 school year.
ND	Other	Schools had the option of participating in a reading performance assessment at grades 4, 8, and exit.
NH	Other	Results from the second round of third grade assessment test were released in November 1995. Sixth- and tenth-grade students were assessed for the first time in May 1996.
NJ	Other	The department also started to track students' state assessment results.
NM		None
NV	Legislature	Provided state funding for testing required at grades 4 and 8 and for the development of new Criterion-Referenced tests in reading and mathematics at grades 11/12, for introduction in 1997-98.
NY	Other	Competency tests will be phased out as graduation requirements and replaced with more demanding Regents examinations in English, Math, Social Studies and Science.
NY	State Board	Board of Regents is establishing new standards and will develop new assessments.
OH	Court Decision	No change. Federal courts ruled the state could require students in state-accredited nonpublic schools to pass state's exit tests.
OH	Legislature	Required SBE to provide districts more options for scheduling administration of the Ninth-Grade Proficiency Tests (i.e., exit tests).
OH	State Board	Adopted rules allowing districts, under certain prescribed conditions to administer state's exit tests outside the school day.
OK	Legislature	Law passed during 1996 session requiring the development of new, expanded criteria for the identification of low-performing schools. Currently under development.
OK	Other	Issued retakes (CRT only) for the first time in 95-96 for those students who did not perform at the satisfactory level (specific to each content area) in 94-95
OK	State Board	Adopted performance standards for reading and writing assessments at grades 5 and 11 (the recently introduced tests in 1995-96).
PA		None.
RI	State Board	Addition of math and health performance-assessments, according to 5 yr. assessment plan
SC	Legislature	One year proviso to eliminate reading and mathematics testing in grades 1, 2, and 6. Amendment to BSAP legislation allowing 12th-grade students who have met all other requirements to take any portion of the exit exam they have not passed during a summer administration.
SC	Other	The State Department of Education is field testing a continuous assessment system for students from kindergarten through grade 3.

Part 1.04 What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1995-96?

ST	Who	What
SC	Other	The State Department of Education is field testing a continuous assessment system for students from kindergarten through grade 3.
TN		None.
TX	Governor	Reading initiative that called for development of Texas Primary Reading Inventory at K-2 administered voluntarily
TX	Legislature	Release of all tests at the end of each school year; voluntary testing of private school students.
TX	State Board	Benchmarking of Spanish-version tests of reading and mathematics at grades 5 and 6; benchmarking of Spanish-version writing test at grade 4
VA	Legislature	Funded an additional summer LPT.
VA	State Board	The Board issued a Request for Proposals (RFP) for a new NRT and the development of the SOL Assessments. They implemented an additional LPT administration to be given during the summer.
VT		None.
WA		None.
WI	Other	Proficiency Score Standards will be set on WSAS K/C Examinations for state accountability and federal IASA, Title I evaluation purposes. A pilot was conducted to explore the procedures to be used.
WY	Court Decision	November 8, 1995. Wyoming's finance system was ruled unconstitutional for not providing equality of quality.

Part 1.05 What assessment projects, if any, does your state have under study, in planning, or in development for the next two years (September 1996 to August 1998)?

ST	Response
AK	1. Will administer a student writing assessment on a large-scale pilot basis to students in grades 5, 7, and 10 in Feb. 1997. Will use a six-trait analytic model. 2. Will plan to administer the writing assessment to all students in grades 5, 7, and 10 in 1998.
AL	Under study: 1. Reconfiguration of the High School Basic Skills Exit Exam to reflect high school level core curriculum through grade 11. 2. Making the Alabama Kindergarten Assessment or an equivalent assessment a requirement. 3. Expanding the Alabama Writing Assessments to include frades 3, 9, and 11. 4. Inclusion of a norm-referenced reading component at the pre-frade 3 level.
AR	Criterion-referenced exam in development for grades 4, 8 and 11, 12.
AZ	Currently, the plan is to contract for assessments based on the standards referred to in question 1.6.
CA	Content and performance standards are being developed. Work on the statewide assessment of applied academic skills will begin. A means for reporting the results of the local assessment of basic academic skills to the legislature, the State Board, and districts is being developed. A method to place the various approved tests for the local assessment of basic academic skills on a common reporting metric is being developed. Legislation calls for these tests to be comparable. In addition, once there are performance standards, the local assessments need to be reported in terms of the standards. So, a method to report these various tests in terms of standards will be developed. Work to improve the validity and reliability of the GSE exams by improving items and scoring procedures continues as well as the development of a merit or honors diploma tied to the GSE exams.
CO	The reading, writing, geography, math, science, and history assessments will be implemented in 1997 and 1998 following the timeline in 1.1. Assessments in the other six content areas will be developed upon adoption of standards in these areas.
CT	The development of the next generations of the CMT and CAPT programs is under way.
DE	The Delaware State Testing Program is currently under development. The implementation of the new state-wide assessment consisting of Reading, Writing, Math, Science, and Social Studies. Testing in Language Arts & Math for students in grades 3, 5, 8, and 10 will be in place in the 1997-98 school year; testing in Science and Social Studies in grades 4, 6, 8, and 11 will begin in 1999.
FL	1. Continued investigation into the adequacy of reporting writing results for schools using a polytomous IRT school-level scale. 2. Field test of computer-based staff development training program to introduce teachers to the scoring procedures for the Florida Writing Assessment Program. 3. The Florida Comprehensive Assessment Test (FCAT) is a new student achievement test in mathematics and reading that is being developed by the Florida Department of Education through a contract with CTB/McGraw-Hill. FCAT will be administered to students in all public schools as part of the State's Comprehensive Assessment Design. FCAT will measure educational standards for Florida students, known as Goal 3 Standards 1 through 4, as defined by the Sunshine State Standards for mathematics and language arts. Reading will be assessed in grades 4, 8, and 10, and mathematics will be assessed in grades 5, 8, and 10. FCAT will be administered in late January and early February beginning in 1998. FCAT will utilize objectively scored multiple-choice and, for mathematics, gridded-response items along with short and extended response performance tasks. FCAT test items and performance tasks will be created by the state's contractor, CTB/McGraw-Hill; test questions will be written by professional item writers and reviewed by committees of Florida educators and citizens. All FCAT items will be field tested for the first time in March 1997. FCAT will produce scale scores, proficiency-level scores, and subcategory scores in reading and mathematics to describe students' strengths and weaknesses. Scores will be used in evaluating the progress of schools toward meeting state standards.
GA	None.

Part 1.05 What assessment projects, if any, does your state have under study, in planning, or in development for the next two years (September 1996 to August 1998)?

ST	Response
HI	Continued development of the Hawaii Writing Assessment (HWA) instrument that aligns curriculum and assessment, supports effective writing instruction, brings clarity about what students ought to know and be able to do, and provides useful information about students as writers and their writing. Review plans for possible continued collaboration with CRESST in pilot testing performance-based instruments in several content areas. Scope of project is tied closely to availability of funds. Comprehensive assessment and accountability (CAAS) system that integrates system, school, staff and student assessment components into a unified comprehensive structure. All components will focus on student learning.
IA	1. Expanded involvement in other national assessment projects, i.e., SCASS. 2. Identification of models of assessment for local consideration and use. 3. Increased emphasis in the State Board's new strategic plan.
ID	We will be developing a state science assessment in grades 6 and 10 and may begin the same process in the area of social studies in 1998.
IL	See 1.4 above. In addition, open-response-item, computerized assessment and behavioral observation instruments are under development for use by local schools.
IN	Development of standards for H.S. graduation.
KS	In October 1996, science will be tested and baseline data recorded. In February 1997, social studies will undergo its second pilot.
KY	Performance events R&D; mathematics portfolio R&D; consequential validity research
LA	Louisianna is finalizing development of new content standards in the areas of math, science, English/language arts and social studies. assessment blueprints and test specifications are being developed for the areas of mathematics, English/language arts and science. That activity is occuring 1996 to 1997. The assessment model established as a result, will also provide assessment prototypes for teacher use. A long range plan has been approved by the state board which will revise the LEAP across all curriculum areas.
MA	Massachusetts is developing a new student assessment system mandated by the MA Education Reform Law of 1993. The "Massachusetts Comprehensive Assessment System" (MCAS) will test students in grades 4, 8, and 10 in the areas of English, mathematics, science/technology, history/social sciences and world languages. Tests in these areas will be based on the Massachusetts Curriculum Frameworks. They will be designed to report individual student results. The 10th-grade test will serve as the basis for a competency determination, which will be required for graduation.
MD	High school assessment system for school performance and required for graduation is being designed. Primary Assessment Systems testing readiness at first grade is in secondear of pilot. Development will begin in spring 1997.
ME	Consideration is being given to adding common questions in science, social studies, and arts and humanities. Currently only reading, writing, and mathematics have common questions to produce individual student results. All areas use matrix-sampled items to produce school and district results.
MI	New social studies tests are under development for implementation in spring 1999.
MN	Profile of Learning rule adoption
MO	Missouri is presently developing the mathematics, communication arts, and science components of the new Missouri Assessment program in conjunction with CTB/McGraw Hill. Mathematics assessment will be available for use on a voluntary basis in grades 4, 8, and 10 in the spring of 1997. Communication Arts and Science will be field tested in Ocober 1997 and will available for voluntary use in the spring of 1998.
MS	Pilot administration of ACT Workkeys and ACT Occupation-Specific Assessments; Development of a high school exit criteria that may include pupil performance from multiple assessments administered in the Mississippi Assessment System to replace current Functional Literacy Examination (FLE) as a requirement for graduation.

Part 1.05 What assessment projects, if any, does your state have under study, in planning, or in development for the next two years (September 1996 to August 1998)?

ST	Response
MT	Continued assistance to districts developing district assessment for programs and curriculum. Title I assessment process changes under study facilitated by NWREL.
NC	1. A grade 8 test of computer skills with multiple-choice and performance components was piloted and is scheduled for implementation during the 1996-97 school year. This assessment requires students to demonstrate computer skills proficiency as a graduation requirement. 2. Implementation of a grades 5 and 8 open-ended assessment in reading and mathematics during the 1996-97 school year that will allow for individual student scores as well as summary scores to be reported. 3 A grade 3 pretest has been developed to be implemented during the 1996-97 school year to facilitate performance evaluation in the growth component of the accountability model. 4. Plans are also underway to develop an end-of-grade accountability test in grade 10 that will measure reading, writing, and mathematics expanding the current developmental scale in grades 3 to 8 to include reporting performance on this test. The grade 10 test is scheduled to be implemented in the spring of 1998. 5. Complete the development and scaling of high school pretests in courses where end-of-course tests are administered. 6. In addition, through a federally funded project development is under way of a viewing/media literacy assessment scheduled for implementation in 1998. 7. Provisions of electronic and printed copies of the testlets to match content and grades assessed in the state-mandated testing program and in science and social studies. 8. Expansion of software and training efforts in using data for district- and school-based decision making. 9. Expansion of efforts to assist ongoing assessment in classrooms to inform instuction throughout the year. 10. Continue to expand the development of school-based reporting capabilities in addition to districtwide report cards. 11. Complete the development and adoption of a Testing Code of Ethics and sample local board policy. 12. Expansion of item banks with multiple-choice, open-ended, and performance items to be used as a local option, including science, social studies, and elective high school courses. 13. Complete development of reading and mathematics matrices to be used in classroom observations to anchor instructional needs of individual students.
ND	Development of a writing assessment based on the North Dakota English Language Arts Curriculum Frameworks. It will also be administered to 12 volunteer districts.
NE	Current plan calls for local school districts to develop local student performance standards consistent with state content standards and to develop local assessments to measure progress.
NH	Release of data from the third round of third-grade assessment in October 1996. Release of first round of sixth- and tenth-grade data in November 1996. Work with local school districts on interpreting and developing educational improvement plans.
NJ	We plan to add science to our 8th and 11h grade tests.
NM	The Student Assessment Blueprint 2000 is in the process of aligning assessment with standards and benchmarks as they are established by the year 2000.
NV	Introduction of new CRT's in reading and mathematics for the High School Proficiency Examination in 1997-98. Expansion of the direct assessment of writing to grade 4, to replace the use of a NRT in language.
NY	New formats are being considered and piloted for PEP and Regents examinations.
OH	The state will be studying how best to increase the rigor of both the content and performance standards reflected by the exit test and when to initiate the revision.
OK	In 1997, field-testing geography and (11th-grade only) Oklahoma history and developing item specifications for the arts assessment. In 1998, field testing arts assessment.

Part 1.05 What assessment projects, if any, does your state have under study, in planning, or in development for the next two years (September 1996 to August 1998)?

ST	Response
OR	Recent legislation (1991 and revised 1995) proposes that students attain a Certificate of Initial Mastery by approximately grade 10 using state assessments. We are beginning to develop the assessment system that will be used for this program. It eventually will include reading, writing, mathematics, science, and social studies assessments.
PA	Moving to a standards-based system. Will be assessing achievement of content standards in reading, writing and math. In addition could add such assessments for science, social studies and other areas.
RI	If funding allows, there will be expansion of math and health and development and implementation of reading and science performance assessments.
SC	Development and implementation of classroom-based alternative assessments, including on-demand performance tasks and portfolios, by teachers in the 12-school project and classroom portfolio assessment project. South Carolina is revising its grades 3, 6, and 8 exams and the exit exam to raise standards for graduation.
SD	We will be moving to a blended assessment in 1998. This will involve NRT and performance tests. This assessment will be aligned with our content standards.
TN	Additional high school subject matter tests will be developed and field tested.
TX	Development of English II and U.S. History end-of-course examinations to be field tested in spring 1997 and benchmarked in spring 1998. Also under development are procedures for providing an alternative assessments system for limited-English-proficient students, special education students, and students who have failed the exit level test.
UT	Development of new editions of CRTs in secondary math and science, as well as performance assessments for secondary math. Development of new CRTs for elementary language arts.
VA	Harcourt Brace Educational Measurement (HBEM) has been awarded the contract to administer the Stanford 9/TASK and to develop an extensive SOL Assessment in math, English, history, science, and technology.
VT	1. Arts assessment: dance, music, theater, and the visual arts. 2. High school mathematics portfolio. 3. Service learning assessment.
WA	Commission on Student Learning (Independent Policy/Development Group) will continue their work of developing new standards based assessment system. In spring of 1997 they will conduct first voluntary administration of operational assessment at grade 4, in spring of 1998 they will add operational voluntary component at grade 7.
WI	Policy evaluation of proficiency reporting as related to "adequate yearly progress." Budget requests include a performance assessment component for the WSAS Examinations and a Graduation Endorsement examination.
WV	We will be doing an RFP for a new norm-referenced test.
WY	As a result of the court case and Title I, Wyoming is designing an assessment proposal for reading/language arts and mathematics. The system is a standard-based multi-dimensional model.

Part 1.06 What is your state's overall policy for ensuring the participation of students with an IEP?

ST	Response
AK	By statute, all students are required to participate except for a student whose committee does not feel the student can meaningfully participate, and where IEP specifically states he or she should be excluded.
AL	All decisions about whether to include special needs students in testing are made by IEP/LEP/504 committees. Provisions are made to include students with IEPs/504 plans in the assessment program, while no accomodations are made for LEP students.
AR	Follow IEP regarding testing.
AZ	A student may be exempted from assessments on an individual basis through the IEP process.
CA	Regulations governing the local assessment program address special education students with IEPs in two ways: (1) districts may waive the testing of students with IEPs IF the IEP specifies an alternative assessment that must be carried out; (2) special education students may be tested (using a state board-approved test) with accommodations. Students who are tested with accommodations may be counted for the $5 per pupil tested.
CO	Beginning with the Spring 1997 assessment, special needs students will be assessed with accommodations IF the accommodations mirror those used in regular classroom instruction.
CT	Statutes permit exclusion of (1) special education students exempted by a Planning and Placement Team decision, (2) students enrolled in an ESL program for three years or less, or (3) students enrolled in a bilingual program for three years or less. In each case, the decision is made at the district or school level. For those special needs students included in testing, a number of modifications are allowed. The department has published a document titled "Guidelines for Administering Student Assessments," which is available upon request.
DE	Must be exempted by IEP. Accomodations allowed so that students can participate. Exception and accommodation processes explained in state guidelines.
FL	Certain students with current IEPs (in categories Educable Mentally Handicapped, Trainable Mentally Handicapped, Hearing Impaired, Specific Learning Disabled, Emotionally Handicapped, Profoundly Handicapped, or Physically Impaired whose ability to communicate orally or in writing is seriously impaired) are not required to take the GTAT or participate in the Writing Assessment Program. Such students may also be exempted from taking the HSCT; they would then not qualify for a regular high school diploma, but would possibly pursue special high school diploma requirements.
GA	The state's overall policy for ensuring the participation of students with an IEP is to encourage local districts to make appropriate accommodations for these students to the extent available resources permit.
HI	For Stanford achievement testing, schools are required to fill detailed summary reports of student tested and not tested and why. Only students with IEP specifically excluding them are not allowed to participate.
IA	Since Iowa has no mandated state assessment program, these policies are determined at the local level.
ID	IEP students who are mainstreamed 50 percent of the academic day participate unless their IEP states otherwise. No one is refused participation.
IL	IEP: All IEP students are to be included unless they are justifiably excluded. IEP students may only be excluded by official signatory after legally bonafide staffings recommended exclusion.
IN	CASE conference committee.
KS	In 1995-96, students could be exempted from testing on the basis of their IEP. Those with an IEP who were included could be tested at either chronological grade level or instructional level. In 1996-97 all students with an IEP who are included must be tested at chronological grade level. "Instructional level" will no longer be an option.
KY	All students participate in state accountability assessment. Students participate in assessment with instructional accommodations specified in IEP/504 plan.
LA	1. Special education students are included on the basis of IEP modification for test must also be stated on IEP. 2. Handicapped students according to Section 504 of the Federal Rehabilitation Act are also identified for test modifications. Disabilities and modifications must be documented at the school and district level.

Part 1.06 What is your state's overall policy for ensuring the participation of students with an IEP?

ST	Response
MA	All students in grades 4, 8, and 10 were expected to participate in the 1996 MEAP, with the exception of those qualified for state-mandated exemptions including: students with special needs whose instructional settings were substantially separate from regular classrooms and students whose IEP specified that they not be tested.
MD	All students are required to participate in state assessments to their fullest extent. Unless students have an IEP that outlines learning outcomes different from regular students, they are to be included in testing. Accommodations include reading and/or transcribing for the student, extended time periods, small group administrations, use of a word processor, use of a calculator, and Braille and large print editions.
ME	A state modification and procedures document is used as a basis for making local PET decision.
MI	ALL students must take the MEAP tests. Only a parent or guardian may exempt a child from taking the MEAP test(s). Scores may be excluded if a student has not been exempted by his/her parent or guardian and receives 50 percent or more of his reading/English language arts instruction from special education services. He/she may have his/her scores excluded from school, district, and state summary reports. Appropriate accommodations are permitted that include, but are not limited to, Braile, large-print, and audio-taped versions of the tests.
MN	Students must participate in Basic standards Test-document in IEP
MO	Missouri is currently developing a math assessment activity for grades 4, 8, and 10 in conjunction with CTB McGraw-Hill. We will initiate the development of Communication Arts and Science across the next two years. The state's policy regarding participation of students with IEP is under development. Until new policy decisions can be reached, this will be a local decision.
MS	The SEA's Exclusions and Accommodations Policy is applied individually to determine the level of participation for each special needs student in the various assessment components.
MT	Districts may exclude special education students from the reporting of standardized test scores in the areas where students receive special education services.
NC	North Carolina's overall policy is to include, to the extent possible, all students in the testing and accountability programs. Modifications and accommodations are available for all state-mandated tests. The proposed accountability program, which will provide bonus funding for schools demonstrating exemplary growth, will deny bonus funding to schools with excessive exemptions. In addition, schools will be designated as low-performing if they have excessive exemptions for more than one year. A document providing guidelines for testing students with disabilities is being revised and will be widely disseminated during the 1996-97 school year.
ND	1. We want as many students to test as possible. 2. Follow the IEP if it addressed NR testing. 3. Include them in the school, district and state averages if the test is taken under standardized conditions. 4. See enclosed testing guidelines.
NE	Advisory groups are being formed to deal with the adjustments to regular assessment processes that need to be made for all special conditions, IEP's, LEP's, etc.
NH	Exclusion shall be chosen only after fully exploring the various types of modifications available. Exclusion shall be appropriate only if the assessment tool will not yield a valid indication of how a student functions in a given content area. Educationally Disabled Students Requiring Assessment Modifications: An Individualized Education Program (IEP) team meeting shall be conducted for each student with an identified educational disability who is enrolled in each grade level tested. This may be scheduled as part of a meeting held to discuss other IEP issues and may be scheduled any time prior to the student's testing date. The IEP team shall examine what modifications, if any, are necessary to meet the student's needs during the assessment process. Assessment modifications shall be consistent with those modifications already being employed in the student's program.

Part 1.06 What is your state's overall policy for ensuring the participation of students with an IEP?

ST	Response
NJ	All students take the tests unless their IEP specifically exempts them. The child study team may also approve modifications to the tests, e.g., extended testing time, Braille or large print materials, small group testing, etc.
NM	In any state-mandated assessment for students with special needs, the IEP is considered the guiding legal document as to whether or not that student will participate.
NV	At grades 4 and 8, participation of special needs students in the Nevada Proficiency Examination Program is determined by the guidelines furnished by the publisher of the norm-referenced tests administered at grades 4 and 8. In general, students mainstreamed in the subject area tested would take the examinations. Participation at these grade levels is determined by the student's IEP committee. All students, regardless of status, must pass the high school proficiency examinations in order to earn a standard high school diploma. Specified testing accommodations may be allowed for students whose educational programs are governed by an IEP. Students of limited English proficiency may be given up to twice as much time to complete the examinations as is given regular students.
NY	Sections 100.2 and 200.4 of the Regulations of the Commissioner of Education require that the Individualized Education Program (IEP) for each student with a disability list those testing modifications that are necessary to permit the student an equitable opportunity to demonstrate abilities and competencies, and that such modifications are to be consistently implemented in the recommended educational program. In a similar manner, students determined to have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, who may not require special education or related services, are also entitled to receive testing modifications based on their Section 504 Accommodation Plan.
OH	All students are required to take state proficiency tests unless specifically exempted by the IEP. State permits accommodations in test format and procedure, but not in content. An accommodation must be explicitly provided by the IEP.
OK	Any student on an IEP can be exempt from testing based on parental decision. LEA can provide accomodations consistent with provisions for local assessments throughout the school year.
OR	Oregon's policy is to be as inclusive as possible. State guidelines are developed but decisions are made locally. All students are encouraged to participate. If students are taking the basic curriculum, they are to take the test. Otherwise, the school's multidisciplinary team determines whether they can take an adapted test (which is not included in the school's reported results) or not take the test. The guildelines for modifying or accommodating tests and exclusion of students is undergoing revisions.
PA	Most students are included in the assessment. Students with IEPs may be excused from the assessment when requested by the IEP team for such reasons as emotional stress caused by the assessment process or lack of environmental awareness on the part of the student. Extra time, large print, Braille, and any other accomodations are allowed short of reading the reading passages to the students.
RI	The overall policy is to include all public school students in the performance assessments.
SC	The local IEP committee meets and determines whether the test is appropriate and what available accommodations are appropriate for each student. All students are included unless they have an IEP or 504 plan that specifically states that the testing programs are inappropriate for the students. CRT large print, loose-leaf, hearing handicapped oral administration, sign language, and Braille form accommodations are available. Students can dictate answers or compositions, type, or use methods appropriate for their disabilities.
SD	Local decision to include or not.
TN	Tennessee students are tested in all mandated programs unless they are excluded by an IEP.
TX	New State Board of Education rules have been adopted and were in effect beginning in January 1996. A copy of those rules (Chapter 101 Assessment) is attached at the end of this document. Please refer to Section 101.3 Testing Accommodations and Exemptions. Paragraphs (c) and (d) deal with special education exemptions; paragraphs (e), (f), (g), and (h) deal with limited-English-proficiency exemptions.
UT	Basically the same as NAEP inclusion/exclusion criteria. For the statewide testing program, changing but not yet finalized. For Core Assessment, decisions are made by districts. Total inclusion with accommodation is encouraged.

Part 1.06 What is your state's overall policy for ensuring the participation of students with an IEP?

ST	Response
VA	Special needs students are included in the reports of the Virginia State Assessment Program (VSAP), the NRT testing program, if they take the test under standard conditions. However, special needs students are included in the Literacy Passport Testing (LPT) program results unless specifically exempted or postponed by IEP. Accomodations are allowed as specified in students' IEPs and are consistent with usual classroom assessment accommodations. Results of testing with accommodations that result in changes in the construct being assessed (e.g., listening, in place of reading) are flagged.
VT	Accommodations in assessment setting expected to match accommodations in instructional setting. Special needs students may be excluded from standardized test component but not from portfolio.
WA	Special needs students are excluded if required by IEP. Otherwise the decision is made on a case-by-case basis dependent upon expectations for students in regular classroom. Some test administration accomodations are allowed, e.g., large print or Braille, individual testing, marking answers for students.
WI	Exceptional educational needs (EEN) students should be given the opportunity to acquire and demonstrate their competence. Therefore, whenever possible, these students are to be included in the statewide assessments. The IEP should include a statement about the student's inclusion, exclusion, or modifications required for participation in district testing programs. Decisions should be explained to parents, and districts should be able to document parental notification. For the small number of excluded students for which the content of the test is unsuitable, an alternative assessment should be provided.
WV	The IEP dictates if the student participates.
WY	None yet.

Part 1.07 What is your state's overall policy for ensuring the participation of LEP students?

ST	Response
AK	LEP students may be excluded if they are in language dominance class A or B, and have been in an English-instruction program for less than three full years prior to the assessment.
AL	All decisions about whether to include limited English-proficient students in testing are made by the LEP committee. No accommodations are made for LEP students.
AR	Test, unless note from parent in native language asks for exemption.
AZ	LEP students may be exempt for the first three continuous years of participation in an ESL or bilingual program. Performance-based assessments need to mediated to accommodate the language proficiency of the child.
CA	There are tests in Spanish on the approved list of tests for local assessment.
CO	A Spanish version of the assessment is planned. Otherwise, LEP students will be assessed using the appropriate accommodations discussed above.
CT	Statutes permit exclusion of (1) special education students exempted by a Planning and Placement Team decision; (2) students enrolled in an ESL program for three years or less; or (3) students enrolled in a bilingual program for three years or less. In each case, the decision is made at the district or school level. For those special needs students included in testing, a number of modifications are allowed. The department has published a document titled "Guidelines for Administering Student Assessments," which is available upon request.
DE	Can be exempted or provided with accommodations per state guidelines.
FL	LEP students may be exempted from taking state tests during their first two years of attendance in English-speaking schools. LEP students are ultimately not exempted from the requirement to pass the graduation test in order to receive a regular high school diploma.
GA	The state's overall policy for ensuring the participation of LEP students is to encourage local systems to provide specialized instructional assistance for LEP students to the extent of local available resources.
HI	For Stanford achievement testing, LEP students may be exempted first year. No exemptions allowed for graduation testing.
IA	Since Iowa has no mandated state assessment program, these policies are determined at the local level.
ID	LEP students in English-speaking schools for more than two years (not including bilingual) participate.
IL	LEP: All LEP students are to be included unless they are justifiably excluded. LEP students may only be excluded by official signatory after legally bonafide staffer recommended exclusion. A statewide assessment of English proficiency in reading and writing for students in bilingual education programs in grades 3 through 11 who are currently exempt from IGAP is planned for March 1997.
IN	Local informal language proficiency test.
KS	LEP students may be exempted for (1) scoring below a certain level on language proficiency test or (2) teacher decision.
KY	LEP students do not participate if in state less than two years. Otherwise participate in (English-language) regular assessment. (Affects very small number of students.)
LA	LEP students may be deferred if they have completed less than two full consecutive years in an English-speaking school. LEP students may receive appropriate test modifications.
MA	LEP students were expected to participate in the 1996 MEAP, with the exception of those enrolled in Transitional Bilingual Education or ESL programs for fewer than three years.
MD	LEP students can be exempted only once.
ME	A state modification and procedures document is used as a basis for making local PET decision.

Part 1.07 What is your state's overall policy for ensuring the participation of LEP students?

ST	Response
MI	ALL students must take the MEAP tests. Only a parent or guardian may exempt a child from taking the MEAP test(s). LEP student scores may be excluded from school, district, and state summary reports if English is not the student's native language and the student has not been in the U.S. for two years.
MN	District processes for identification and inclusion
MO	Missouri is currently developing a math assessment activity for grades 4, 8, and 10 in conjunction with CTB McGraw-Hill. We will initiate the development of Communication Arts and Science across the next two years. The State's policy regarding participation of students with LEP is under development. Until new policy decisions can be reached, this will be a local decision.
MS	The SEA's Exclusions and Accommodations Policy is applied individually to determine the level of participation for each special needs student in the various assessment components.
MT	LEP students are not addressed in the administrative rule.
NC	North Carolna's overall policy is to include, to the extent possible, all students in the testing and accountability programs. Modifications and accommodations are available for all state-mandated tests. The proposed accountability program, which will provide bonus funding for schools demonstrating exemplary growth, will deny bonus funding to schools with excessive exemptions. In addition, schools will be designated as low-performing if they have excessive exemptions for more than one year. A document providing guidelines for testing students with disabilities is being revised and will be widely disseminated during the 1996-97 school year.
ND	They ARE NOT to be excluded. We disaggregate the subgroup data including LEP.
NE	Since we have not had a requirement for statewide testing we have not had to face that issue yet at the state level. Local districts make their own determinations about involvement of special populations in testing. No change since last year.
NH	Exclusion shall be chosen only after fully exploring the various types of modifications available. Exclusion shall be appropriate only if the assessment tool will not yield a valid indication of how a student functions in a given content area. Other Students Needing Assessment Modifications: There may be some students who, even though they do not have an identified educational disability, may need some sort of test modification, such as a student with a temporary disability such as a broken arm, or certain ESL students. Modifications and exclusions shall be made for ESL students based on their levels of English language proficiency. Non-English-proficient (NEP) students shall be excluded from the assessment. Limited-, transitional-, and fluent-English-proficient students shall participate in the assessment with modifications as needed. In keeping with the State Board's policy to have decisions regarding modifications made by a group at the local level, an Assessment Modification Team (AMT) shall meet to discuss and recommend any modifications for a student who does not have an identified educational disability. The AMT shall include one of the student's classroom teachers, the building principal, related services personnel, and , whenever possible, the student's parents. If it is not feasible for the student's parents to attend the meeting, they shall be notified of the committee's recommendations before the assessment. Assessment modifications shall be consistent with those modifications already being employed in the student's program.
NJ	LEP students may be exempted from testing if they have been in a bilingual or ESL program for less than two years prior to testing and score below 133 on the Maculaitis test.
NM	For all testing programs, we allow modifications, waivers, and exemptions for special needs students. Language assessment is required for all LEP students.

BEST COPY AVAILABLE

Part 1.07 What is your state's overall policy for ensuring the participation of LEP students?

ST	Response
NV	Students of limited English proficiency are administered the Language Assessment Scales in lieu of the CTBS at grades 4 and 8 when their skills in English are judged to be inadequate to provide a reasonable expectation that the student could pass the standard examinations. All students, regardless of status, must pass the high school proficiency examinations in order to earn a standard high school diploma. Specified testing accommodations may be allowed for students whose educational programs are governed by an IEP. Students of limited English proficiency may be given up to twice as much time to complete the examinations as is given regular students.
NY	Sections 100.2 and 200.4 of the Regulations of the Commissioner of Education require that the Individualized Education Program (IEP) for each student with a disability list those testing modifications that are necessary to permit the student an equitable opportunity to demonstrate abilities and competencies, and that such modifications are to be consistently implemented in the recommended educational program. In a similar manner, students determined to have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, who may not require special education or related services, are also entitled to receive testing modifications based on their Section 504 Accommodation Plan.
OH	All LEP students are required to take the tests. LEP students taking a proficiency test at any grade may use "translation dictionaries" and have additional time. LEP senior students who have not passed all exit tests may have an oral administration (except writing) and may have the assistance of an interpreter for mathematics and citizenship.
OK	Any student identified as LEP can be exempt from testing based on parental decision and provision of services specific to LEP students. No accomodations for LEP students at this time.
OR	Oregon's policy is to be as inclusive as possible. State guidelines are developed but decisions are made locally. All students are encouraged to participate. If students are taking the basic curriculum, they are to take the test. Spanish versions of the state tests are being developed and field tested.
PA	Most students are included in the assessment. Students who don't understand, speak, read, or write any English and have been in United States school systems less than three years should be excused from the assessment. Extra time and any other accomodations are allowed short of reading the reading passages to the students.
RI	The overall policy is to include all public school students in the performance assessments.
SC	Non-English speaking students are not required to take the tests if the local administration feels that valid results cannot be obtained because of the language barrier. CRT large print, loose leaf, hearing handicapped oral administration, sign language, and Braille forms are available. Students can dictate answers or compositions, type, or use methods appropriate for their disabilities.
SD	We outline conditions for schools to follow.
TN	First year LEP must take, at a minimum, the math computation sections. Second year LEP students must take reading and language sections in addition to math computation. Third year LEP students must complete the full battery.
TX	New State Board of Education rules have been adopted and were in effect beginning in Januray 1996. A copy of those rules (Chapter 101 Assessment) is attached at the end of this document. Please refer to Section 101.3 Testing Accommodations and Exemptions. Paragraphs (c) and (d) deal with special education exemptions; paragraphs (e), (f), (g), and (h) deal with limited English proficiency exemptions.
UT	Basically the same as NAEP inclusion/exclusion criteria. For the statewide testing program, changing but not yet finalized. For Core Assessment, decisions are made by districts. Total inclusion with accommodation is encouraged.
VA	LEP students are included in the reports of the Virginia State Assessment Program (VSAP), the NRT testing program, if they take the test under standard conditions. They may be excluded from taking the NRT. They must take the LPT if they wish to get a standard diploma. However, they may postpone taking the LPT on the recommendation of a committee. Accomodations, specified on the student's IEP, are allowed on both tests.
VT	Accommodations in assessment setting expected to match accommodations in instructional setting. Special needs students may be excluded from standardized test component but not from portfolio.

Part 1.07 What is your state's overall policy for ensuring the participation of LEP students?

ST	Response
WA	Decision is made on a case-by-case basis dependent upon expectations for students in regular classroom.
WI	Limited-English speaking students (LES) should be given the opportunity to acquire and demonstrate their competence. Therefore, students are to be included in the statewide assessments if they understand and speak English well enough to achieve with assistance at a level appropriate for his or her grade. Decisions should be explained to parents, and districts should be able to document parental understanding.
WV	For all three testing components, if a student has been in the country for three years or more they participate.
WY	None yet.

Part 1.08A Has your state provided any ***print materials*** to any of these groups for training or professional development reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK		Y	Y	Y	Y	
AL		Y	Y		Y	
AR	Y	Y	Y	Y	Y	Y
AZ						
CA						
CO		Y	Y			
CT	Y	Y	Y	Y	Y	
DE		Y	Y			
FL		Y	Y		Y	Y
GA	Y	Y	Y			
HI						
IA						
ID		Y	Y			Y
IL	Y	Y	Y	Y	Y	
IN		Y	Y	Y	Y	
KS	Y	Y	Y			
KY		Y	Y	Y	Y	
LA		Y	Y		Y	Y
MA		Y	Y			
MD		Y	Y	Y		
ME		Y	Y			
MI	Y	Y	Y	Y	Y	Y
MN	Y	Y	Y	Y	Y	
MO	Y	Y	Y	Y	Y	Y
MS		Y	Y		Y	
MT		Y	Y			
NC	Y	Y	Y	Y	Y	
ND		Y	Y	Y	Y	Y
NE						
NH		Y	Y		Y	
NJ		Y	Y			
NM		Y	Y			
NV		Y	Y			
NY		Y	Y	Y	Y	
OH	Y	Y	Y	Y	Y	Y
OK	Y	Y	Y			
OR		Y	Y			
PA		Y	Y			
RI		Y	Y			
SC		Y	Y	Y	Y	
SD		Y				
TN	Y	Y	Y	Y	Y	
TX	Y	Y	Y			
UT		Y	Y	Y		
VA		Y			Y	
VT	Y	Y		Y		
WA		Y	Y			
WI		Y				
WV		Y	Y			
WY		Y	Y			
Total	14	45	41	18	21	8

Part 1.08B Has your state provided any ***video materials*** to any of these groups for training or professional development reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK		Y	Y	Y		
AL		Y				
AR		Y	Y	Y	Y	Y
AZ						
CA						
CO						
CT						
DE						
FL		Y	Y			
GA						
HI		Y	Y			
IA						
ID						
IL	Y	Y				
IN		Y				
KS		Y	Y			
KY		Y	Y		Y	
LA						
MA						
MD			Y			
ME		Y	Y			
MI		Y	Y			Y
MN	Y	Y	Y	Y		
MO	Y	Y	Y	Y	Y	
MS		Y	Y			
MT		Y	Y			
NC		Y				
ND	Y	Y	Y	Y	Y	Y
NE						
NH						
NJ						
NM						
NV						
NY						
OH		Y				
OK						
OR						
PA						
RI						
SC		Y	Y		Y	
SD						
TN		Y	Y		Y	
TX		Y	Y			
UT		Y	Y			
VA		Y	Y	Y	Y	
VT						
WA						
WI						
WV						
WY						
Total	4	23	19	6	7	3

Part 1.08C Has your state provided any ***TV broadcast materials*** to any of these groups for training or professional development reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL						
AR		Y	Y			Y
AZ						
CA						
CO						
CT						
DE						
FL						
GA	Y					
HI		Y	Y			
IA						
ID						
IL						
IN						
KS		Y	Y			
KY		Y	Y			
LA						
MA						
MD						
ME						
MI		Y	Y			Y
MN						
MO		Y	Y		Y	
MS						
MT						
NC		Y	Y	Y		
ND		Y	Y	Y	Y	Y
NE						
NH						
NJ						
NM						
NV						
NY						
OH						
OK						
OR		Y	Y			
PA						
RI						
SC		Y	Y		Y	
SD						
TN						
TX		Y	Y			
UT						
VA		Y	Y	Y	Y	
VT		Y	Y			
WA						
WI						
WV						
WY						
Total	1	13	13	3	4	3

Part 1.08D Has your state provided any ***computer software*** to any of these groups for training or professional development reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL						
AR		Y	Y			Y
AZ						
CA						
CO		Y	Y			
CT						
DE						
FL		Y				
GA						
HI						
IA						
ID						
IL						
IN						
KS						
KY						
LA						
MA						
MD						
ME						
MI		Y	Y			
MN		Y				
MO						
MS						
MT		Y				
NC			Y		Y	
ND						
NE						
NH						
NJ						
NM						
NV						
NY						
OH						
OK						
OR						
PA						
RI						
SC						
SD						
TN		Y	Y			
TX						
UT						
VA						
VT		Y				
WA						
WI						
WV						
WY						
Total	0	8	5	0	1	1

Part 1.09A Has your state provided any ***print materials*** to any of these groups for explanatory or publicity reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK	Y	Y	Y	Y	Y	
AL	Y			Y		
AR	Y	Y	Y	Y	Y	
AZ						
CA						
CO	Y	Y	Y			
CT	Y	Y	Y	Y	Y	
DE		Y	Y	Y	Y	
FL	Y	Y	Y	Y	Y	Y
GA	Y	Y	Y	Y	Y	
HI						
IA						
ID	Y	Y	Y	Y		
IL	Y	Y	Y	Y	Y	
IN	Y	Y	Y	Y	Y	
KS	Y	Y	Y			
KY	Y	Y	Y	Y	Y	
LA		Y	Y	Y	Y	Y
MA	Y	Y	Y	Y	Y	Y
MD		Y	Y	Y	Y	
ME						
MI	Y	Y	Y	Y	Y	Y
MN	Y	Y	Y	Y	Y	
MO		Y	Y	Y	Y	
MS		Y	Y	Y		
MT						
NC	Y	Y	Y	Y	Y	
ND	Y	Y	Y	Y	Y	Y
NE						
NH	Y	Y	Y	Y	Y	
NJ	Y	Y	Y	Y		
NM	Y	Y	Y	Y	Y	
NV		Y	Y	Y	Y	
NY	Y	Y	Y	Y	Y	
OH	Y	Y	Y	Y	Y	Y
OK	Y	Y	Y			
OR	Y			Y	Y	
PA	Y	Y	Y	Y		
RI	Y	Y	Y	Y	Y	Y
SC	Y	Y	Y	Y	Y	
SD		Y	Y			Y
TN	Y	Y	Y	Y	Y	
TX	Y	Y	Y	Y	Y	
UT			Y		Y	
VA	Y	Y	Y	Y	Y	
VT	Y	Y		Y		
WA		Y	Y		Y	
WI	Y	Y	Y	Y	Y	
WV					Y	
WY						
Total	31	38	38	35	32	8

78

Part 1.09B Has your state provided any ***video materials*** to any of these groups for explanatory or publicity reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL						
AR		Y	Y			
AZ						
CA						
CO	Y	Y	Y		Y	
CT						
DE						
FL						
GA						
HI						
IA						
ID						
IL	Y	Y				
IN						
KS	Y	Y				
KY	Y	Y	Y	Y	Y	
LA						
MA						
MD						
ME						
MI		Y	Y	Y		Y
MN	Y	Y	Y	Y	Y	
MO		Y	Y	Y	Y	
MS	Y					
MT						
NC			Y			
ND	Y	Y	Y	Y	Y	Y
NE						
NH		Y	Y			
NJ						
NM						
NV						
NY		Y	Y	Y	Y	
OH						
OK						
OR						
PA						
RI						
SC		Y	Y		Y	
SD						
TN		Y	Y		Y	
TX		Y	Y			
UT						
VA		Y	Y	Y	Y	
VT						
WA						
WI						
WV						
WY						
Total	7	15	14	7	9	2

Part 1.09C Has your state provided any ***TV broadcast materials*** to any of these groups for explanatory or publicity reasons:

ST	Students	Teachers	Administrators	Parents	Policy Makers	Other groups
AK						
AL						
AR		Y	Y			
AZ						
CA						
CO		Y	Y	Y	Y	
CT						
DE						
FL						
GA	Y	Y				
HI						
IA						
ID						
IL						
IN						
KS		Y	Y			
KY		Y	Y			
LA						
MA						
MD						
ME						
MI		Y	Y		Y	
MN						
MO		Y	Y	Y	Y	
MS						
MT						
NC						
ND	Y	Y	Y	Y	Y	Y
NE						
NH						
NJ						
NM						
NV						
NY						
OH						
OK						
OR						
PA						
RI						
SC		Y	Y	Y	Y	
SD						
TN						
TX		Y	Y			
UT						
VA		Y	Y		Y	
VT			Y			
WA						
WI						
WV						
WY						
Total	2	11	11	4	6	1

Part 1.09D Has your state provided any ***computer software*** to any of these groups for explanatory or publicity reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL						
AR						
AZ						
CA						
CO		Y	Y			
CT			Y		Y	
DE						
FL						
GA						
HI						
IA						
ID						
IL						
IN						
KS						
KY	Y	Y	Y	Y	Y	
LA						
MA						
MD						
ME						
MI		Y	Y		Y	
MN		Y				
MO						
MS						
MT						
NC						
ND						
NE						
NH						
NJ						
NM						
NV						
NY						
OH						
OK						
OR						
PA						
RI						
SC						
SD						
TN						
TX						
UT						
VA						
VT						
WA						
WI						
WV						
WY						
Total	1	4	4	1	3	0

Part 1.10 What kind of professional development did your state provide to teachers about your statewide assessment program?

ST	Content	Format
AK	Current assessment program; plans for development	Audio-conferences, conference presentations
AR	Series of workshops presenting dates of administration, organization of test, administration of test, security issues.	One person from test development company & one person from Dept. of Ed. presented using overheads & handouts.
AR	Statewide training of trainers in performance assessment: performance tasks, projects, portfolios, and direct writing prompts.	Varied for one day to three day training sessions with manuals and hands on application.
CO	Overview of state assessment	Lecture
CT	Assessment information, instructional strategies, curriculum development	Workshops, handbooks, sample tasks, lessons, student work, brochures
DE	aligning with DE content standards, performance-based assessment, classroom curriculum, embedded assessment, and integrated task development	Series of workshops on assessment literacy
FL	Training representatives of Florida schools and school districts how to score writing responses (writing to explain, writing to tell a story, or writing to convince) for grades 4 and 8 writing assessment	Conducting regional workshops to train Florida school staff concerning how best to implement the computer-based writing scoring training program and receive feedback regarding possible future program design and improvement
GA	Assessment literacy	Statewide, regional, district and school level workshops
HI	Annual workshops on administration procedures and use of reports from all tests.	Test coordinators and/or principals from each school attend at least two meetings annually.
ID	Pre- and Post- service workshops were provided at six locations around the state. Test coord. guides with the how to do's and performance summary with results were also provided.	Workshops included representatives from test publisher & state assessment person going over every step of Pre & post testing procedure.
IL	Procedure to administer IGAP assessments. The composition and nature of assessment instruments used in the program.	A series of day long informational session were conducted at various regional offices in the state. Periodic presentations.
IN	Mathematics & Language Arts curriculum in service workshops	One Day Workshops
KS	Series of workshops on understanding, interpreting, and using test results.	Full day, 2 hour blocks for presentations. Special Ed and Title I were included.
KY	1) Teacher training program for scoring writing and math portfolios.	In some cases, Kentucky Educational Television programming.
LA	Annual pretest workshop for local district test coordinators and test administrators.	Training teachers and administrators on the use of test results at 2-day workshop
MA	Test Administrations Workshops, Test Results Reporting Workshops.	5-6 regional sessions involving 200-400 participants were conducted for each of the workshops listed above.

Part 1.10 What kind of professional development did your state provide to teachers about your statewide assessment program?

ST	Content	Format
MD	MSPAP - understanding Maryland learning outcomes & using reports for school improvement purposes	2 day staff development
MI	The use of the new report formats that schools and parents receive.	Collaboration with Professional Associations
MI	(1) Provided information on test format, test administration, what the new tests were based on and what formats were included on each test. (2) Provided teachers with information on how to conduct science investigations, as well as the scientific underpinnings of the investigations conducted in classrooms before	Live Interactive Teleconferences
MI	Assessment Framework/Blueprints and Models of the Assessments were mailed to ALL principals, local and intermediate superintendents, and local and intermediate District MEAP Coordinators.	Mass Mailings
MI	Training was offered to those wishing to be trained as reviewer of the state sample of employability skills portfolios.	Printed Materials and Hypermedia Computer Disks
MI	For all of the new MEAP tests, grades 5, 8, and 11, training was held to inform teams of educators from all regions of the state about the new tests - what they were like, what it might take to prepare students, how the tests were to be administered and how the tests were developed.	Trainer of Trainer Workshops
MN	Inservice to 1 technician per district who then inserviced teachers in their district. Training in classroom use of performance packages -- Inquiry	Lecture/participation and followup
MO	Focused on learning how to develop and score performance assessments, as well as integrate them into the classroom.	Distributed education activity across three years, named MAP 2000
MS	Assessment specific cause content and performance assessment administration training, use of assessment results	Hands-on trainer of trainers model, printed training material, black-line transparencies, manipulatives, and manuals
MT	No Response	We are asking the legislature for funding that will include this component as part of an accountability process.
NC	On-going regional delivery of staff development on assessment is provided by the regional accountability coordinators. Each district and/or school is assigned to a region where they may participate in the services. A variety of assessment-related topics are covered to provide information on how to make use of the statewide assessment test results.	Information is provided at training sessions and workshops with handouts and other relevant materials provided during the session. A train-the-trainer model is sometimes used where training is provided at the district level with the expectation that training will subsequently be provided to school staff. Also, teachers are actively involved in item and test development as well as standard setting.

Part 1.10 What kind of professional development did your state provide to teachers about your statewide assessment program?

ST	Content	Format
ND	8 Regional Test-interpretation Workshops covering test score definitions and interpretation for School/Education Improvement on the CTBS/4, NAEP, ACT. We also included the status of the curriculum frameworks development as well as an update on the Reading performance assessment in North Dakota.	8 Regional Test-Interpretation Workshops (5 hours long) We provide a noon lunch, provide a history of testing in North Dakota, why we are testing, how to use and how not to use the results, have them look at their own results, have them ask questions and survey them on the workshop and the future of testing in North Dakota (see attached survey results)
NH	Regional meetings are held on assessment procedures and the interpretation and use of results. District workshops are held relative to making specific changes in curriculum and instructional programs.	Regional meetings - large group presentation with questions and answers. District workshops - interactive hands-on sessions.
NJ	training for test administration; training for score interpretation; HSPT workshops	1/2 day regional training sessions by dept. personnel
NM	Domain Specifications--New Mexico High School Competency Examination	Regional workshops during Fall 1995 around the state
NV	1. Mathematics workshops routinely incorporate assessment training.	1. Various
NV	2. Train teachers to score 8th and 11th grade writing exams.	2. Lecture, guided practice, and on-the-job experience.
OK	Writing Assessment Institutes - Curriculum Caravan for integrating curriculum and assessment vis-a-vis the Okla. Core Curriculum (P.A.S.S.)	Workshops
OR	Oregon provided on overview of the program that included purpose, format, etc.	Video-tape
PA	Information about the content & format of reading, writing and math assessments; training in writing and scoring open-ended tasks	Handbooks, workshops
RI	Workshops on links of assessment to framework, item types, scoring and reporting.	Series of three after school workshops for three consecutive Mondays in Spring, 96
SC	For current tests - workshops for District Test Coordinators for administration information; for developing assessments - information workshops for teachers, administrators; item writing workshops for teachers (small groups, interactive)	Workshops for teachers administrators, local board members re-test data analysis.
TN	Score Interpretation; Diagnostic use of Results; Identification of instructional strengths & weaknesses; Holistic scoring	Workshops are developed to meet the individual needs of schools and systems.
TX	District successes in increasing elementary mathematics scores	Brochure, conference presentations, video
TX	Series of 8 television programs on assessment	State educational television network
TX	Regional training on test administration	Trainer of trainers

Part 1.10 What kind of professional development did your state provide to teachers about your statewide assessment program?

ST	Content	Format
TX	How to administer Texas Primary Reading Inventory	Video
UT	Annual update and training on new and existing state assessments w/district testing directors.	Onsite consultations as requested by districts
VA	Reading Comprehension, Writing, and Mathematics	The one-hour video featured language arts and mathematics consultants suggesting ways to help students learn what is tested on the LPT. It also includes a discussion of the individual student reports and how to use them.
VT	Math and Writing portfolios (4 hours each)	Interactive television.
WA	Staff development training: classroom based assessment focussed on curriculum standards	Trainer of trainer model: 15 regional teams (3 specialists: assessment, reading, math) trained during 3 day & 2 day sessions. These teams inturn we required to conduct local training sessions for school district teams.
WI	Background-Purposes, S.118.38 Wis. Stats, Title I, IASA requirements; test content, reporting for students, schools, and accountability purposes.	12 regional, 4 hour workshops for District Assessment Coordinators and a grade level representative
WV	No Response	None the last two years because we all components have been in place for at least three years.
WY	How to use rubics and interpret the results. "How to administer assessment"	Simulations and guided practice. And individuals participate every year no matter what.

Part 1.11A Has your state completed or is it developing any of the following? If indicated, what is their status?

ST	State Goals	Academic Content Standards	Performance Standards	Assessment Frameworks	Curriculum Frameworks	Student Expectations
AK	Y	Y				
AL		Y				
AR	Y	Y	Y	Y	Y	Y
AZ		Y				
CA		Y	Y		Y	Y
CO		Y	Y	Y		
CT	Y	Y	Y	Y	Y	Y
DE						
FL	Y	Y	Y		Y	
GA		Y	Y	Y		
HI	Y	Y	Y	Y	Y	Y
IA	Y					
ID	Y	Y	Y		Y	Y
IL	Y	Y		Y		Y
IN	Y	Y	Y	Y	Y	Y
KS	Y	Y	Y	Y	Y	Y
KY	Y	Y	Y	Y	Y	Y
LA	Y	Y	Y	Y	Y	Y
MA	Y	Y	Y	Y	Y	
MD		Y	Y		Y	Y
ME	Y	Y	Y	Y	Y	Y
MI		Y		Y	Y	
MN	Y	Y	Y	Y	Y	Y
MO	Y	Y	Y	Y	Y	Y
MS			Y		Y	Y
MT		Y	Y	Y	Y	Y
NC	Y	Y	Y	Y	Y	Y
ND	Y	Y	Y	Y	Y	
NE		Y			Y	
NH	Y	Y	Y	Y	Y	Y
NJ		Y	Y	Y	Y	Y
NM	Y	Y	Y	Y	Y	Y
NV	Y	Y	Y	Y	Y	Y
NY	Y		Y		Y	
OH		Y	Y	Y	Y	Y
OK		Y	Y	Y	Y	Y
OR		Y	Y			
PA		Y	Y	Y		
RI	Y	Y	Y		Y	
SC	Y	Y	Y		Y	Y
SD						
TN	Y	Y	Y	Y	Y	Y
TX	Y	Y	Y	Y		Y
UT	Y	Y	Y	Y	Y	Y
VA		Y		Y		Y
VT		Y	Y	Y		
WA	Y	Y	Y	Y		Y
WI	Y	Y	Y	Y		Y
WV			Y		Y	
WY		Y				
Total	29	44	39	32	33	30

Part 1.11B If your state has completed or is it developing *state goals*, what is their status?

ST	Status
AK	Completed
AR	Completed
CT	Completed
FL	Completed
HI	
IA	In development
ID	Completed
IL	Completed
IN	Completed
KS	Completed
KY	Completed
LA	Completed
MA	Completed
ME	In development
MN	Completed
MO	Completed
NC	Completed
ND	Completed
NH	Completed
NM	Completed
NV	
NY	
RI	Completed
SC	
TN	Completed
TX	Completed
UT	Completed
WA	Completed
WI	Completed
Total	Completed=23 In development=2

Part 1.11C If your state has completed or is it developing *academic content standards*, what is their status?

ST	Status
AK	Completed
AL	Completed
AR	Completed
AZ	Completed
CA	In development
CO	Completed
CT	In development
FL	Completed
GA	Completed
HI	Completed
ID	In development
IL	In development
IN	Completed
KS	Completed
KY	Completed
LA	In development
MA	In development
MD	Completed
ME	In development
MI	
MN	Completed
MO	Completed
MT	
NC	Completed
ND	Completed
NE	In development
NH	Completed
NJ	Completed
NM	Completed
NV	
OH	Completed
OK	Completed
OR	
PA	In development
RI	Completed
SC	Completed
TN	In development
TX	In development
UT	Completed
VA	
VT	Completed
WA	Completed
WI	In development
WY	In development
Total	Completed=26

Part 1.11C If your state has completed or is it developing *academic content standards*, what is their status?

ST	Status
	In development=13

Part 1.11D If your state has completed or is it developing *performance standards*, what is their status?

ST	Status
AR	Completed
CA	In development
CO	Completed
CT	Completed
FL	Completed
GA	Completed
HI	Completed
ID	In development
IN	Completed
KS	In development
KY	Completed
LA	In development
MA	In development
MD	Completed
ME	In development
MN	In development
MO	In development
MS	Completed
MT	
NC	Completed
ND	Completed
NH	Completed
NJ	In development
NM	In development
NV	
NY	Completed
OH	Completed
OK	Completed
OR	
PA	In development
RI	In development
SC	Completed
TN	Completed
TX	In development
UT	Completed
VT	
WA	In development
WI	In development
WV	
Total	Completed=19 In development=15

Part 1.11E If your state has completed or is it developing *assessment frameworks*, what is their status?

ST	Status
AR	
CO	Completed
CT	Completed
GA	
HI	In development
IL	Completed
IN	Completed
KS	Completed
KY	In development
LA	In development
MA	In development
ME	In development
MI	In development
MN	Completed
MO	In development
MT	In development
NC	Completed
ND	Completed
NH	Completed
NJ	In development
NM	In development
NV	
OH	
OK	Completed
PA	Completed
TN	In development
TX	Completed
UT	Completed
VA	In development
VT	Completed
WA	Completed
WI	In development
Total	Completed=15 In development=13

Part 1.11F If your state has completed or is it developing *curriculum frameworks*, what is their status?

ST	Status
AR	Completed
CT	In development
HI	Completed
IN	Completed
KS	In development
KY	Completed
LA	In development
MA	In development
ME	Completed
MI	
MN	In development
MO	Completed
MT	In development
NC	Completed
ND	Completed
NH	Completed
NJ	In development
NM	Completed
N	
O	Completed
OK	Completed
TN	In development
UT	Completed
Total	Completed=20 In development=8

Part 1.11G If your state has completed or is it developing *student expectations*, what is their status?

ST	Status
AR	Completed
CT	Completed
HI	Completed
IL	Completed
IN	Completed
KS	In development
KY	
LA	In development
ME	In development
MN	Completed
MO	In development
MT	In development
NC	Completed
NH	Completed
NJ	Completed
NM	In development
NV	
OH	Completed
OK	Completed
TN	In development
TX	In development
UT	Completed
VA	
WA	In development
WI	In development
Total	Completed=13 In development=14

Part 1.12 With respect to *academic content standards*, at what stage of the development process is your state in the following academic subjects?

ST	Reading	Math	Writing	Science	Social Studies	Other
AK	C	C	C	C	C	
AL	C	C	C	C	C	
AR	C	C	C	C	C	C
AZ	C	C	C	I	I	I
CA	I	I	I	I	I	
CO	C	C	C	C	C	C
CT	I	I	I	I	I	
DE	I	I	I	I	I	
FL	C	C	C	C	C	C
GA	C	C	C	I	I	
HI	C	C	C	C	C	
IA						
ID	I	I	I	I	I	I
IL	I	I	I	I	I	
IN	C	C	C	N	N	
KS	C	C	C	C	C	
KY	C	C	C	C	C	C
LA	I	I	I	I	I	I
MA	I	C	I	C	I	C
MD	C	C	C	C	C	C
ME						
MI	C	C	C	C	C	
MN	C	C	C	C	C	
MO	C	C	C	C	C	C
MS						
MT	C	C	C	C	C	C
NC	C	C	C	C	C	C
ND	C		C			
NE	I	I	I	I	I	I
NH	C	C	C	C	C	
NJ	C	C	C	C	C	C
NM	C	C	C	C	I	
NV						
NY	I	I	I	I	I	
OH	C	C	C	C	C	C
OK	C	C	C	C	C	C
OR	C	C	C	C	C	C
PA	I	I	I	I	I	
RI	C	C	C	C	N	C
SC	C	C	C	I	I	I
SD	C	C	C	C	C	C
TN	I	I	I	I	I	
TX	I	I	I	I	I	I
UT	C	C	C	C	C	C
VA	C	C	C	C	C	C
VT	C	C	C	C	C	
WA	C	C	C	C	C	C
WI	I	I	I	I	I	I
WV	I	I		I	I	
WY	P	P	P	N	N	
Totals	C = 31 I = 14 P = 1 N = 0	C = 31 I = 13 P = 1 N = 0	C = 31 I = 13 P = 1 N = 0	C = 27 I = 16 P = 0 N = 2	C = 24 I = 18 P = 0 N = 3	C = 18 I = 7 P = 0

Key : C = Completed , I = In Development , P = Planned , N = Not Developed

Part 1.13 Does your state have a definition of adequate yearly progress for Title I purposes? If "Yes," is this your state's final definition?

ST	Definition?	Final?
AK	Yes	No
AL	Yes	
AR	Yes	Yes
AZ	Yes	No
CA	No	
CO	No	
CT	Yes	Yes
DE	Yes	No
FL	Yes	Yes
GA	Yes	No
HI	Yes	Yes
IA	No	
ID	Yes	No
IL	Yes	
IN	No	
KS	Yes	Yes
KY	Yes	Yes
LA	Yes	Undecided
MA	No	
MD	Yes	
ME	Yes	Yes
MI	No	
MN	Yes	Yes
MO	Yes	Yes
MS	Yes	
MT	Yes	Undecided
NC	Yes	Yes
ND	No	
NE	Yes	Undecided
NH	No	
NJ	MR	
NM	Yes	Yes
NV	MR	
NY	Yes	Yes
OH	Yes	Yes
OK	No	
OR	Yes	Undecided
PA	Yes	No
RI	No	
SC	Yes	Undecided
SD	No	
TN	Yes	Undecided
TX	Yes	Undecided
UT	Yes	Yes
VA	MR	
VT	No	
WA	Yes	No
WI	Yes	No
WV	No	
WY	Yes	Undecided
Totals	Yes=34 No=13	Yes=14 No=8 Undecided=8

Part 1.15 Could your state identify individual student records? If "Yes," how are students identified?

ST	Indentify?	State Assigned	Locally Assigned	Social Security Numbers	Student Name	Other
AK	No		Y			
AL	Yes			Y		
AR	Yes	Y		Y		
AZ	No					
CA	No					
CO	No					
CT	Yes	Y				
DE	Yes	Y			Y	
FL	Yes		Y	Y	Y	
GA	Yes	Y	Y			
HI	Yes	Y				
IA	No					
ID	No					
IL						
IN	Yes				Y	
KS	No					
KY	Yes		Y			
LA	Yes			Y		
MA	No					
MD	Yes		Y		Y	Y
ME						
MI	Yes	Y		Y	Y	
MN						
MO	No					
MS	Yes		Y	Y	Y	
MT	No					Y
NC	Yes	Y		Y	Y	Y
ND	No				Y	
NE	No					
NH	Yes				Y	
NJ	No					
NM	No					
NV	Yes				Y	
NY	No					
OH	No					
OK	No					
OR	Yes				Y	Y
PA	No					
RI	Yes				Y	
SC	Yes		Y	Y		
SD	No					
TN	Yes	Y		Y	Y	
TX	Yes	Y		Y	Y	Y
UT	Yes	Y				
VA	Yes				Y	
VT	No					
WA	No					
WI	No					
WV	Yes	Y				
WY	Yes					Y
Totals	Yes=25 No=22	11	6	10	14	5

Part 1.16 Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTEs) worked on the assessment programs described in this survey, plus any related developmental projects, during 1995-96?

Part 1.17 Indicate the total budget for the 1995-96 administration of the assessment programs described in this survey plus any related developmental projects. Include staffing, travel, contractual, and other related costs in your estimate.

ST	Professional FTEs	Support FTEs	Total Budget
AK	1.00	.25	$180,000
AL	5.00	2.00	$2,200,000
AR	4.00	2.00	
AZ	5.00	3.00	$731,895
CA	7.00	8.00	$9,420,000
CO	2.00	2.00	$2,500,000
CT	10.00	2.00	$3,425,503
DE	6.00	4.00	
FL	7.00	1.00	$8,200,000
GA	9.00	3.00	$7,110,802
HI	4.00	1.00	$500,000
IA	1.00	.25	
ID	1.00	.75	$948,000
IL			
IN	3.25	2.00	$12,220,000
KS	2.00	1.00	$860,000
KY	10.00	10.00	
LA	7.00	2.00	$1,200,000
MA	2.00	.20	$1,500,000
MD	7.00	1.00	$6,800,000
ME	1.00	0.00	$1,650,000
MI	10.00	4.00	
MN			
MO	4.50	2.00	$4,000,000
MS	6.00	2.50	$5,000,000
MT	.30	.20	$50,000
NC	11.00	3.00	$6,000,000
ND	1.00	.50	$140,000
NE	0.00	0.00	
NH	3.00	.25	$1,375,000
NJ	12.50	4.00	$5,600,000
NM	3.00	1.00	$80,000
NV	3.15	2.50	
NY	20.00	24.00	$5,450,000
OH	7.00	2.00	$10,000,000
OK	4.00	2.00	
OR	5.00	4.00	$2,000,000
PA	12.00	2.00	$4,255,000
RI	3.70	1.00	$1,090,000
SC	8.00	3.00	$3,616,175
SD	.20	0.00	$182,000
TN	21.00	35.00	$2,500,000
TX	26.00	4.00	$24,000,000
UT	3.00	3.50	
VA	6.00	3.00	$1,810,553
VT	2.50	1.00	$900,000
WA	2.50	.50	$550,000
WI	10.00	2.00	$1,746,000
WV	1.00	3.00	$1,000,000
WY	.25	1.00	

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
AK	Math	Short-answer	4, 9, 12		Not available, secured
AK	Writing	Extended response	5, 7, 10	Completed development	Some are available
AL	Math	MC, multiple correct response	9,10	Ready for use	Not available, secured
AL	Math	Short-answer	9,10	Ready for use	Not available, secured
AL	Writing	Extended response	5, 7	Ready for use	May be examined, but not used
AZ	Math	Short-answer	3, 5, 8, 12		Not available, secured
AZ	Math	Extended response	3, 5, 8, 12		Not available, secured
AZ	Reading	Short-answer	3, 5, 8, 12		Not available, secured
AZ	Reading	Extended response	3, 5, 8, 12		Not available, secured
AZ	Writing	Short-answer	3, 5, 8, 12		Not available, secured
AZ	Writing	Extended response	3, 5, 8, 12		Not available, secured
CA	Career, Vocational Education	Short-answer	9,10,11,12	Funded, not started	Not available, secured
CA	Career, Vocational Education	Short-answer	9,10,11,12	Completed development	Not available, secured
CA	Career, Vocational Education	Extended response	9,10,11,12	Funded, not started	Not available, secured
CA	Career, Vocational Education	Extended response	9,10,11,12	Completed development	Not available, secured
CA	Career, Vocational Education	Projects, exhibitions, demonstrati	9,10,11,12	Funded, not started	Not available, secured
CA	Career, Vocational Education	Projects, exhibitions, demonstrati	9,10,11,12	Completed development	Not available, secured
CA	Civics	Short-answer	12	Funded, not started	Not available, secured
CA	Civics	Short-answer	12	Begun development	Not available, secured
CA	Civics	Short-answer	12	Completed development	Not available, secured
CA	Civics	Short-answer	12	Piloted, being refined	Not available, secured
CA	Civics	Short-answer	12	Ready for use	Not available, secured
CA	Civics	Extended response	12	Funded, not started	Not available, secured
CA	Civics	Extended response	12	Begun development	Not available, secured
CA	Civics	Extended response	12	Completed development	Not available, secured
CA	Civics	Extended response	12	Piloted, being refined	Not available, secured
CA	Civics	Extended response	12	Ready for use	Not available, secured

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
CA	Economics	Short-answer	12	Funded, not started	Not available, secured
CA	Economics	Short-answer	12	Begun development	Not available, secured
CA	Economics	Short-answer	12	Completed development	Not available, secured
CA	Economics	Short-answer	12	Piloted, being refined	Not available, secured
CA	Economics	Short-answer	12	Ready for use	Not available, secured
CA	Economics	Extended response	12	Funded, not started	Not available, secured
CA	Economics	Extended response	12	Begun development	Not available, secured
CA	Economics	Extended response	12	Completed development	Not available, secured
CA	Economics	Extended response	12	Piloted, being refined	Not available, secured
CA	Economics	Extended response	12	Ready for use	Not available, secured
CA	History	Short-answer	11,12	Funded, not started	Not available, secured
CA	History	Short-answer	11,12	Begun development	Not available, secured
CA	History	Short-answer	11,12	Completed development	Not available, secured
CA	History	Short-answer	11,12	Piloted, being refined	Not available, secured
CA	History	Short-answer	11,12	Ready for use	Not available, secured
CA	History	Extended response	11,12	Funded, not started	Not available, secured
CA	History	Extended response	11,12	Begun development	Not available, secured
CA	History	Extended response	11,12	Completed development	Not available, secured
CA	History	Extended response	11,12	Piloted, being refined	Not available, secured
CA	History	Extended response	11,12	Ready for use	Not available, secured
CA	Math	Short-answer	9,10,11,12	Funded, not started	Not available, secured
CA	Math	Short-answer	9,10,11,12	Begun development	Not available, secured
CA	Math	Short-answer	9,10,11,12	Completed development	Not available, secured
CA	Math	Short-answer	9,10,11,12	Piloted, being refined	Not available, secured
CA	Math	Short-answer	9,10,11,12	Ready for use	Not available, secured
CA	Math	Extended response	9,10,11,12	Funded, not started	Not available, secured
CA	Math	Extended response	9,10,11,12	Begun development	Not available, secured
CA	Math	Extended response	9,10,11,12	Completed development	Not available, secured
CA	Math	Extended response	9,10,11,12	Piloted, being refined	Not available, secured
CA	Math	Extended response	9,10,11,12	Ready for use	Not available, secured
CA	Reading	Short-answer	10,11		Not available, secured
CA	Reading	Short-answer	10,11	Plan to develop	Not available, secured
CA	Reading	Extended response	10,11		Not available, secured
CA	Reading	Extended response	10,11	Plan to develop	Not available, secured

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
CA	Science	Short-answer	9,10,11,12	Funded, not started	Not available, secured
CA	Science	Short-answer	9,10,11,12	Begun development	Not available, secured
CA	Science	Short-answer	9,10,11,12	Completed development	Not available, secured
CA	Science	Short-answer	9,10,11,12	Piloted, being refined	Not available, secured
CA	Science	Short-answer	9,10,11,12	Ready for use	Not available, secured
CA	Science	Extended response	9,10,11,12	Funded, not started	Not available, secured
CA	Science	Extended response	9,10,11,12	Begun development	Not available, secured
CA	Science	Extended response	9,10,11,12	Completed development	Not available, secured
CA	Science	Extended response	9,10,11,12	Piloted, being refined	Not available, secured
CA	Science	Extended response	9,10,11,12	Ready for use	Not available, secured
CA	Writing	Extended response	10.11	Funded, not started	Not available, secured
CA	Writing	Extended response	10.11	Begun development	Not available, secured
CA	Writing	Extended response	10.11	Completed development	Not available, secured
CA	Writing	Extended response	10-11	Piloted, being refined	Not available, secured
CA	Writing	Extended response	10.11	Ready for use	Not available, secured
CO	Geography	MC, with student explanation	4, 8, 11		Will become available later
CO	Geography	Short-answer	4, 8, 11		Will become available later
CO	Geography	Extended response	4, 8, 11		Will become available later
CO	History	MC, with student explanation	4, 8, 11		Will become available later
CO	History	Short-answer	4, 8, 11		Will become available later
CO	Math	MC, with student explanation	4, 8, 11		Will become available later
CO	Math	Short-answer	4, 8, 11		Will become available later
CO	Math	Extended response	4, 8, 11		Will become available later
CO	Reading	MC, with student explanation	4, 8, 11		Will become available later
CO	Reading	Short-answer	4, 8, 11		Will become available later
CO	Reading	Extended response	4, 8, 11		Will become available later
CO	Science	MC, with student explanation	4, 8, 11		Will become available later
CO	Science	Short-answer	4, 8, 11		Will become available later
CO	Science	Extended response	4, 8, 11		Will become available later
CO	Writing	MC, with student explanation	4, 8, 11		Will become available later
CO	Writing	Short-answer	4, 8, 11		Will become available later
CO	Writing	Extended response	4, 8, 11		Will become available later

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
CT	Math	MC, multiple correct response	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Math	MC, multiple correct response	4, 6, 8, 10	Ready for use	Some are available
CT	Math	MC, with student explanation	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Math	MC, with student explanation	4, 6, 8, 10	Ready for use	Some are available
CT	Math	Short-answer	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Math	Short-answer	4, 6, 8, 10	Ready for use	Some are available
CT	Other language arts	MC, multiple correct response	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Other language arts	MC, multiple correct response	4, 6, 8, 10	Ready for use	Some are available
CT	Other language arts	MC, with student explanation	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Other language arts	MC, with student explanation	4, 6, 8, 10	Ready for use	Some are available
CT	Other language arts	Short-answer	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Other language arts	Short-answer	4, 6, 8, 10	Ready for use	Some are available
CT	Reading	MC, multiple correct response	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Reading	MC, multiple correct response	4, 6, 8, 10	Ready for use	Some are available
CT	Reading	MC, with student explanation	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Reading	MC, with student explanation	4, 6, 8, 10	Ready for use	Some are available
CT	Reading	Short-answer	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Reading	Short-answer	4, 6, 8, 10	Ready for use	Some are available
CT	Reading	Extended response	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Reading	Extended response	4, 6, 8, 10	Ready for use	Some are available
CT	Reading	Hands-on performance tasks	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Reading	Hands-on performance tasks	4, 6, 8, 10	Ready for use	Some are available
CT	Science	MC, multiple correct response	10	Ready for use	May be examined, but not used
CT	Science	MC, multiple correct response	10	Ready for use	Some are available
CT	Science	Short-answer	10	Ready for use	May be examined, but not used
CT	Science	Short-answer	10	Ready for use	Some are available
CT	Science	Hands-on performance tasks	10	Ready for use	May be examined, but not used
CT	Science	Hands-on performance tasks	10	Ready for use	Some are available

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
CT	Writing	MC, multiple correct response	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Writing	MC, multiple correct response	4, 6, 8, 10	Ready for use	Some are available
CT	Writing	MC, with student explanation	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Writing	MC, with student explanation	4, 6, 8, 10	Ready for use	Some are available
CT	Writing	Short-answer	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Writing	Short-answer	4, 6, 8, 10	Ready for use	Some are available
CT	Writing	Extended response	4, 6, 8, 10	Ready for use	May be examined, but not used
CT	Writing	Extended response	4, 6, 8, 10	Ready for use	Some are available
DE	Math	MC, multiple correct response	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Math	Short-answer	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Math	Extended response	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Math	Hands-on performance tasks	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Reading	MC, multiple correct response	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Reading	Short-answer	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Reading	Extended response	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Reading	Hands-on performance tasks	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Science	MC, multiple correct response	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Science	Short-answer	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Science	Extended response	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Science	Hands-on performance tasks	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Social studies	MC, multiple correct response	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Social studies	Short-answer	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Social studies	Extended response	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Social studies	Hands-on performance tasks	3, 5, 8, 10	Funded, not started	Not available, secured
DE	Writing	Extended response		Funded, not started	Not available, secured
DE	Writing	Extended response		Funded, not started	Some are available
DE	Writing	Extended response		Ready for use	Not available, secured
DE	Writing	Extended response		Ready for use	Some are available
GA	Science	MC, with student explanation	11	Completed development	Not available, secured
HI	History	Extended response	4, 7, 11	Completed development	Will become available later
HI	Reading	Extended response	4, 7, 11	Completed development	Will become available later
HI	Social studies	Extended response	4, 7, 11	Completed development	Will become available later

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
HI	Writing	Extended response	4, 7, 11	Completed development	Will become available later
ID	Geography	Projects, exhibitions, demonstrati	9-12	Funded, not started	Not available, secured
ID	History	Projects, exhibitions, demonstrati	9-12	Funded, not started	Not available, secured
ID	Math	Extended response	4 & 8	Ready for use	Some are available
ID	Math	Hands-on performance tasks	4 & 8	Ready for use	Some are available
ID	Other language arts	Projects, exhibitions, demonstrati	9-12	Funded, not started	Not available, secured
ID	Science	Hands-on performance tasks	6 & 10		Not available, secured
ID	Social Studies	Projects, exhibitions, demonstrati	9-12	Funded, not started	Not available, secured
ID	Writing	Extended response	4, 8 & 11	Ready for use	Some are available
ID	Writing	Hands-on performance tasks	4, 8 & 11	Ready for use	Some are available
IL	Civics	Short-answer	4-12	Piloted, being refined	Some are available
IL	Civics	Extended response	4-12	Piloted, being refined	Some are available
IL	Civics	Hands-on performance tasks	4-12	Piloted, being refined	Some are available
IL	Civics	Projects, exhibitions, demonstrati	4-12	Piloted, being refined	Some are available
IL	Dance	Hands-on performance tasks	1-12	Funded, not started	Will become available later
IL	Dance	Projects, exhibitions, demonstrati	1-12	Funded, not started	Will become available later
IL	Dance	Other	1-12	Funded, not started	Will become available later
IL	Economics	Short-answer	4-12	Piloted, being refined	Some are available
IL	Economics	Extended response	4-12	Piloted, being refined	Some are available
IL	Economics	Hands-on performance tasks	4-12	Piloted, being refined	Some are available
IL	Economics	Projects, exhibitions, demonstrati	4-12	Piloted, being refined	Some are available
IL	Geography	Short-answer	4-12	Completed development	Will become available later
IL	Geography	Extended response	4-12	Completed development	Will become available later
IL	Geography	Hands-on performance tasks	4-12	Completed development	Will become available later
IL	Geography	Projects, exhibitions, demonstrati	4-12	Completed development	Will become available later
IL	History	Short-answer	4-12	Piloted, being refined	Some are available
IL	History	Extended response	4-12	Piloted, being refined	Some are available
IL	History	Hands-on performance tasks	4-12	Piloted, being refined	Some are available
IL	History	Projects, exhibitions, demonstrati	4-12	Piloted, being refined	Some are available

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
IL	Math	Short-answer	1-12	Piloted, being refined	Some are available
IL	Math	Observation	1-12	Piloted, being refined	Some are available
IL	Mathematics	Short-answer	1-12	Completed development	Some are available
IL	Mathematics	Observation	1-12	Completed development	Some are available
IL	Music	Other	1-12	Funded, not started	Some are available
IL	Music	Other	1-12	Ready for use	Some are available
IL	Science	Projects, exhibitions, demonstrati	1-12	Funded, not started	Will become available later
IL	Theater	Hands-on performance tasks	1-12	Funded, not started	Will become available later
IL	Theater	Projects, exhibitions, demonstrati	1-12	Funded, not started	Will become available later
IL	Theater	Other	1-12	Funded, not started	Will become available later
IL	Writing	Extended response	3-6-8-10	Ready for use	Not available, secured
IN	Math	Short-answer	3, 6, 10	Piloted, being refined	
IN	Writing	Extended response	3, 6, 10	Piloted, being refined	
KS	Math	MC, multiple correct response	4, 7, 10	Ready for use	Not available, secured
KS	Math	Short-answer	4, 7, 10	Ready for use	Not available, secured
KS	Math	Extended response	4, 7, 10	Ready for use	Not available, secured
KS	Reading	MC, multiple correct response	3, 7, 10	Ready for use	Not available, secured
KS	Reading	Short-answer	3, 7, 10	Ready for use	Not available, secured
KS	Science	MC, multiple correct response	5, 8, 10	Ready for use	Not available, secured
KS	Science	Short-answer	5, 8, 10	Ready for use	Not available, secured
KS	Science	Extended response	5, 8, 10	Ready for use	Not available, secured
KS	Science	Observation	5, 8, 10	Ready for use	Not available, secured
KS	Science	Hands-on performance tasks	5, 8, 10	Ready for use	Not available, secured
KS	Science	Portfolio or learning record	5, 8, 10	Ready for use	Not available, secured
KS	Science	Projects, exhibitions, demonstrati	5, 8, 10	Ready for use	Not available, secured
KS	Social Studies	MC, multiple correct response	5, 8, 11	Completed development	Not available, secured
KS	Social Studies	Extended response	5, 8, 11	Completed development	Not available, secured
KS	Social Studies	Hands-on performance tasks	5, 8, 11	Completed development	Not available, secured
KS	Social Studies	Projects, exhibitions, demonstrati	5, 8, 11	Completed development	Not available, secured
KS	Writing	Hands-on performance tasks	5, 8, 10	Ready for use	Not available, secured

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
KY	Career, vocational education	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Career, vocational education	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Civics	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Civics	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Dance	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Dance	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Economics	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Economics	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Employability skills	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Employability skills	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Geography	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Geography	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Health education	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Health education	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	History	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	History	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Math	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Math	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Math	Portfolio or learning record	4/8/11-12	Ready for use	Not available, secured
KY	Music	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Music	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Physical education	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Physical education	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Reading	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Science	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Science	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Social studies	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Social studies	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
KY	Theater	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Theater	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Visual arts	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Visual arts	Hands-on performance tasks	4/8/11-12	Ready for use	Not available, secured
KY	Writing	Extended response	4/8/11-12	Ready for use	Not available, secured
KY	Writing	Portfolio or learning record	4/8/11-12	Ready for use	Not available, secured
LA	English/LA.	Short-answer	4, 8, 10	Plan to develop	Not available, secured
LA	English/LA	Extended response	4, 8, 10	Plan to develop	Not available, secured
LA	Math	Short-answer	4, 8, 10	Plan to develop	Not available, secured
LA	Math	Extended response	4, 8, 10	Plan to develop	Not available, secured
LA	Science	Short-answer	4, 8, 11		Not available, secured
LA	Science	Extended response	4, 8, 11		Not available, secured
LA	Social Studies	Short-answer	4, 8, 11		Not available, secured
LA	Social Studies	Extended response	4, 8, 11		Not available, secured
MA	Dance	Extended response	4, 8, 10	Funded, not started	Will become available later
MA	Foreign languages	Extended response	4, 8, 10	Funded, not started	Will become available later
MA	Health education	Extended response	4, 8, 10	Funded, not started	Will become available later
MA	History	Extended response	4, 8, 10	Funded, not started	Not available, secured
MA	History	Extended response	4, 8, 10	Begun development	Some are available
MA	Math	Extended response	4, 8, 10	Funded, not started	Not available, secured
MA	Math	Extended response	4, 8, 10	Begun development	Some are available
MA	Music	Extended response	4, 8, 10	Funded, not started	Will become available later
MA	Reading	Extended response	4, 8, 10	Funded, not started	Not available, secured
MA	Reading	Extended response	4, 8, 10	Begun development	Some are available
MA	Science	Extended response	4, 8, 10	Funded, not started	Not available, secured
MA	Science	Extended response	4, 8, 10	Begun development	Some are available
MA	Social studies	Extended response	4, 8, 10	Funded, not started	Not available, secured
MA	Social studies	Extended response	4, 8, 10	Begun development	Some are available

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
MA	Theater	Extended response	4, 8, 10	Funded, not started	Will become available later
MA	Visual arts	Extended response	4, 8, 10	Funded, not started	Will become available later
MA	Writing	Extended response	4, 8, 10	Funded, not started	Not available, secured
MD	Math	MC, with student explanation	3, 5, 8	Ready for use	All are available
MD	Math	Short-answer	3, 5, 8	Ready for use	All are available
MD	Reading	MC, with student explanation	3, 5, 8	Ready for use	All are available
MD	Reading	Short-answer	3, 5, 8	Ready for use	All are available
MD	Science	MC, with student explanation	3, 5, 8	Ready for use	All are available
MD	Science	Short-answer	3, 5, 8	Ready for use	All are available
MD	Social Studies	MC, with student explanation	3, 5, 8	Ready for use	All are available
MD	Social Studies	Short-answer	3, 5, 8	Ready for use	All are available
MD	Writing	Short-answer	3, 5, 8	Ready for use	All are available
MD	Writing	Extended response	3, 5, 8	Ready for use	All are available
ME	Arts & Humanities	Short-answer	4, 8, 11	Ready for use	Not available, secured
ME	Arts & Humanities	Extended response	4, 8, 11	Ready for use	Not available, secured
ME	Health	Short-answer	4, 8	Ready for use	Not available, secured
ME	Health	Extended response	4, 8	Ready for use	Not available, secured
ME	Math	Short-answer	4, 8, 11	Ready for use	Not available, secured
ME	Math	Extended response	4, 8, 11	Ready for use	Not available, secured
ME	Reading	Short-answer	4, 8, 11	Ready for use	Not available, secured
ME	Reading	Extended response	4, 8, 11	Ready for use	Not available, secured
ME	Science	Short-answer	4, 8, 11	Ready for use	Not available, secured
ME	Science	Extended response	4, 8, 11	Ready for use	Not available, secured
ME	Social Studies	Short-answer	4, 8, 11	Ready for use	Not available, secured
ME	Social Studies	Extended response	4, 8, 11	Ready for use	Not available, secured
ME	Writing	Short-answer	4, 8, 11	Piloted, being refined	Not available, secured
ME	Writing	Extended response	4, 8, 11	Piloted, being refined	Not available, secured
MI	Employability Skills	Portfolio or learning record	High School		

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
MI	Math	Short-answer	11	Begun development	Not available, secured
MI	Reading	Extended response	11	Begun development	Not available, secured
MI	Science	Short-answer	5, 8, 11	Begun development	Not available, secured
MI	Social Studies	Short-answer	5, 8, 11	Funded, not started	
MI	Social Studies	Extended response	5, 8, 11	Funded, not started	
MI	Writing	Extended response	5, 8, 11	Begun development	Not available, secured
MN	Career, vocational education	MC, multiple correct response	1-8		
MN	Career, vocational education	Projects, exhibitions, demonstrati	1-8		
MN	Civics	MC, multiple correct response	1-8		
MN	Civics	Projects, exhibitions, demonstrati	1-8		
MN	Dance	MC, multiple correct response	1-8		
MN	Dance	Projects, exhibitions, demonstrati	1-8		
MN	Economics	MC, multiple correct response	1-8		
MN	Economics	Projects, exhibitions, demonstrati	1-8		
MN	Employability skills	MC, multiple correct response	1-8		
MN	Employability skills	Projects, exhibitions, demonstrati	1-8		
MN	Foreign languages	MC, multiple correct response	1-8		
MN	Foreign languages	Projects, exhibitions, demonstrati	1-8		
MN	Geography	MC, multiple correct response	1-8		
MN	Geography	Projects, exhibitions, demonstrati	1-8		
MN	Health education	MC, multiple correct response	1-8		
MN	Health education	Projects, exhibitions, demonstrati	1-8		
MN	History	MC, multiple correct response	1-8		
MN	History	Projects, exhibitions, demonstrati	1-8		
MN	Math	MC, multiple correct response	1-8		
MN	Math	Projects, exhibitions, demonstrati	1-8		
MN	Music	MC, multiple correct response	1-8		
MN	Music	Projects, exhibitions, demonstrati	1-8		

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
MN	Other language arts	MC, multiple correct response	1-8		
MN	Other language arts	Projects, exhibitions, demonstrati	1-8		
MN	Physical education	MC, multiple correct response	1-8		
MN	Physical education	Projects, exhibitions, demonstrati	1-8		
MN	Reading	MC, multiple correct response	1-8		
MN	Reading	Projects, exhibitions, demonstrati	1-8		
MN	Science	MC, multiple correct response	1-8		
MN	Science	Projects, exhibitions, demonstrati	1-8		
MN	Social studies	MC, multiple correct response	1-8		
MN	Social studies	Projects, exhibitions, demonstrati	1-8		
MN	Theater	MC, multiple correct response	1-8		
MN	Theater	Projects, exhibitions, demonstrati	1-8		
MN	Visual arts	MC, multiple correct response	1-8		
MN	Visual arts	Projects, exhibitions, demonstrati	1-8		
MN	Writing	MC, multiple correct response	1-8		
MN	Writing	Projects, exhibitions, demonstrati	1-8		
MO	Civics	MC, multiple correct response			Will become available later
MO	Civics	Short-answer			Will become available later
MO	Civics	Extended response			Will become available later
MO	Dance	MC, multiple correct response			Will become available later
MO	Dance	Short-answer			Will become available later
MO	Dance	Extended response			Will become available later
MO	Economics	MC, multiple correct response			Will become available later
MO	Economics	Short-answer			Will become available later
MO	Economics	Extended response			Will become available later
MO	Geography	MC, multiple correct response			Will become available later
MO	Geography	Short-answer			Will become available later
MO	Geography	Extended response			Will become available later

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
MO	Health education	MC, multiple correct response			Will become available later
MO	Health education	Short-answer			Will become available later
MO	Health education	Extended response			Will become available later
MO	History	MC, multiple correct response			Will become available later
MO	History	Short-answer			Will become available later
MO	History	Extended response			Will become available later
MO	Math	MC, multiple correct response		Funded, not started	Not available, secured
MO	Math	Short-answer		Funded, not started	Not available, secured
MO	Math	Extended response		Funded, not started	Not available, secured
MO	Music	MC, multiple correct response	4, 8, 10		Will become available later
MO	Music	Short-answer	4, 8, 10		Will become available later
MO	Music	Extended response	4, 8, 10		Will become available later
MO	Physical education	MC, multiple correct response			Will become available later
MO	Physical education	Short-answer			Will become available later
MO	Physical education	Extended response			Will become available later
MO	Reading	MC, multiple correct response		Funded, not started	Not available, secured
MO	Reading	Short-answer		Funded, not started	Not available, secured
MO	Reading	Extended response		Funded, not started	Not available, secured
MO	Science	MC, multiple correct response		Funded, not started	Not available, secured
MO	Science	Short-answer		Funded, not started	Not available, secured
MO	Science	Extended response		Funded, not started	Not available, secured
MO	Social studies	MC, multiple correct response			Will become available later
MO	Social studies	Short-answer			Will become available later
MO	Social studies	Extended response			Will become available later
MO	Theater	MC, multiple correct response			Will become available later
MO	Theater	Short-answer			Will become available later
MO	Theater	Extended response			Will become available later
MO	Visual arts	MC, multiple correct response			Will become available later
MO	Visual arts	Short-answer			Will become available later
MO	Visual arts	Extended response			Will become available later

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
MO	Writing	MC, multiple correct response		Funded, not started	Not available, secured
MO	Writing	Short-answer		Funded, not started	Not available, secured
MO	Writing	Extended response		Funded, not started	Not available, secured
MS	Algebra I	MC, with student explanation	Enrolled Students	Begun development	Not available, secured
MS	Algebra I	Short-answer	Enrolled Students	Begun development	Not available, secured
MS	Employability skills-NOCTI	Hands-on performance tasks	9-12	Piloted, being refined	Not available, secured
MS	Math	MC, with student explanation	4-9	Ready for use	Not available, secured
MS	Math	Short-answer	4-9	Ready for use	Not available, secured
MS	Other language arts-Integrated	MC, with student explanation	4-9	Ready for use	Not available, secured
MS	Other language arts-Integrated	Short-answer	4-9	Ready for use	Not available, secured
MS	Reading	MC, with student explanation	4-9	Ready for use	Not available, secured
MS	Reading	Short-answer	4-9	Ready for use	Not available, secured
MS	U.S. History	MC, with student explanation	Enrolled students	Begun development	Not available, secured
MS	U.S. History	Short-answer	Enrolled students	Begun development	Not available, secured
NC	Foreign languages	Hands-on performance tasks	3, 11	Begun development	Some are available
NC	Math	Short-answer	5 & 8	Completed development	Will become available later
NC	Math	Extended response	5 & 8	Completed development	Will become available later
NC	Other language arts	MC, with student explanation	4, 8, 10	Funded, not started	Will become available later
NC	Other language arts	Hands-on performance tasks	4, 8, 10	Funded, not started	Will become available later
NC	Other: Computer Skills	Short-answer	8	Ready for use	Some are available
NC	Other: Computer Skills	Hands-on performance tasks	8	Ready for use	Some are available
NC	Other: Computer Skills	Portfolio or learning record	8	Ready for use	Some are available
NC	Reading	Short-answer	5 & 8	Completed development	Will become available later
NC	Reading	Extended response	5 & 8	Completed development	Will become available later
NC	Writing	Extended response	4, 7, & 10	Ready for use	Some are available
ND	Reading	MC, multiple correct response	4, 8, 12	Completed development	May be examined, but not used
ND	Reading	Short-answer	4, 8, 12	Completed development	May be examined, but not used
ND	Reading	Extended response	4, 8, 12	Completed development	May be examined, but not used

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
ND	Writing	Short-answer	4, 8, 12	Funded, not started	Will become available later
ND	Writing	Extended response	4, 8, 12	Funded, not started	Will become available later
NH	Civics	Short-answer	6, 10	Ready for use	Some are available
NH	Civics	Extended response	6, 10	Ready for use	Some are available
NH	Economics	Short-answer	6, 10	Ready for use	Some are available
NH	Economics	Extended response	6, 10	Ready for use	Some are available
NH	Geography	Short-answer	6, 10	Ready for use	Some are available
NH	Geography	Extended response	6, 10	Ready for use	Some are available
NH	History	Short-answer	6, 10	Ready for use	Some are available
NH	History	Extended response	6, 10	Ready for use	Some are available
NH	Language Arts	Short-answer	3, 6, 10	Ready for use	Some are available
NH	Language Arts	Extended response	3, 6, 10	Ready for use	Some are available
NH	Math	Short-answer	3, 6, 10	Ready for use	Some are available
NH	Math	Extended response	3, 6, 10	Ready for use	Some are available
NH	Reading	Short-answer	3, 6, 10	Ready for use	Some are available
NH	Reading	Extended response	3, 6, 10	Ready for use	Some are available
NH	Science	Short-answer	6, 10	Ready for use	Some are available
NH	Science	Extended response	6, 10	Ready for use	Some are available
NH	Social Studies	Short-answer	6, 10	Ready for use	Some are available
NH	Social Studies	Extended response	6, 10	Ready for use	Some are available
NH	Writing	Extended response	3, 6, 10	Completed development	Some are available
NJ	Math	Short-answer	4		
NJ	Math	Extended response	4		
NJ	Reading	Short-answer	4		
NJ	Reading	Extended response	4		
NJ	Science	Short-answer	4, 8, 11		
NJ	Science	Extended response	4, 8, 11		
NJ	Writing	Short-answer	4		
NJ	Writing	Extended response	4		

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
NM	Civics	Short-answer	10	Ready for use	Not available, secured
NM	Civics	Extended response	10	Ready for use	Not available, secured
NM	Economics	Short-answer	10	Ready for use	Not available, secured
NM	Economics	Extended response	10	Ready for use	Not available, secured
NM	Geography	Short-answer	10	Ready for use	Not available, secured
NM	Geography	Extended response	10	Ready for use	Not available, secured
NM	History	Short-answer	10	Ready for use	Not available, secured
NM	History	Extended response	10	Ready for use	Not available, secured
NM	Math	Short-answer	10	Ready for use	Not available, secured
NM	Math	Extended response	10	Ready for use	Not available, secured
NM	Other language arts	Short-answer	10	Ready for use	Not available, secured
NM	Other language arts	Extended response	10	Ready for use	Not available, secured
NM	Reading	Short-answer	10	Ready for use	Not available, secured
NM	Reading	Extended response	10	Ready for use	Not available, secured
NM	Science	Short-answer	10	Ready for use	Not available, secured
NM	Science	Extended response	10	Ready for use	Not available, secured
NM	Social studies	Short-answer	10	Ready for use	Not available, secured
NM	Social studies	Extended response	10	Ready for use	Not available, secured
NM	Writing	Extended response	10	Ready for use	Not available, secured
NM	Writing	Portfolio or learning record	4, 6, 8	Ready for use	Some are available
NV	Writing	Extended response	4		All are available
NV	Writing	Extended response	8, 11	Ready for use	All are available
NY	Foreign Languages	Hands-on performance tasks	8, 11	In use	All are available
NY	History	Short-answer	10, 11	In use	All are available
NY	History	Extended response	10, 11	In use	All are available
NY	Math	Short-answer	9, 10, 11, 12	In use	All are available
NY	Math	Extended response	9, 10, 11, 12	In use	All are available

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
NY	Science	Short-answer	4, 9, 10, 11, 12	In use	All are available
NY	Science	Extended response	4, 9, 10, 11, 12	In use	All are available
NY	Science	Hands-on performance tasks	4, 9, 10, 11, 12	In use	All are available
NY	Science	Portfolio or learning record	4, 9, 10, 11, 12	In use	All are available
NY	Science	Projects, exhibitions, demonstrati	4, 9, 10, 11, 12	In use	All are available
NY	Social Studies	Observation	6, 8	In use	All are available
NY	Social Studies	Hands-on performance tasks	6, 8	In use	All are available
NY	Social Studies	Portfolio or learning record	6, 8	In use	All are available
NY	Social Studies	Projects, exhibitions, demonstrati	6, 8	In use	All are available
NY	Social Studies	Computer adaptive assessment	6, 8	In use	All are available
NY	Writing	Short-answer	5, 8, 9, 11	In use	All are available
NY	Writing	Extended response	5, 8, 9, 11	In use	All are available
OH	Math	Short-answer	4, 6	Ready for use	Not available, secured
OH	Math	Extended response	4, 6	Ready for use	Not available, secured
OH	Math	Other	12	Ready for use	Not available, secured
OH	Other: Math, R/W, Sc, Soc. Stu	Short-answer	1, 2, 3, 5, 7	Completed development	Will become available later
OH	Other: Math, R/W, Sc, Soc. Stu	Extended response	1, 2, 3, 5, 7	Completed development	Will become available later
OH	Other: Math, R/W, Sc, Soc. Stu	Observation	1, 2, 3, 5, 7	Completed development	Will become available later
OH	Other: Math, R/W, Sc, Soc. Stu	Projects, exhibitions, demonstrati	1, 2, 3, 5, 7	Completed development	Will become available later
OH	Reading	Short-answer	4, 6	Ready for use	Not available, secured
OH	Reading	Extended response	4, 6	Ready for use	Not available, secured
OH	Science	Short-answer	4, 6	Ready for use	Not available, secured
OH	Science	Extended response	4, 6	Ready for use	Not available, secured
OH	Social studies/Citizenship	Short-answer	4, 6	Ready for use	Not available, secured
OH	Social studies/Citizenship	Extended response	4, 6	Ready for use	Not available, secured
OH	Writing	Extended response	4, 6, 9, 12	Ready for use	Not available, secured
OK	Writing	Extended response	5, 8, 11	Ready for use	All are available
OR	Math	Extended response	5, 8, 10	In use	Some are available
OR	Reading	MC, with student explanation	4, 7, 10	Piloted, being refined	May be examined, but not used
OR	Reading	Short-answer	4, 7, 10	Piloted, being refined	May be examined, but not used

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
OR	Science	MC, with student explanation	3, 5, 8, 11	Piloted, being refined	Will become available later
OR	Science	Short-answer	3, 5, 8, 11	Piloted, being refined	Will become available later
OR	Writing	Short-answer	3, 5, 8, 10	In use	All are available
OR	Writing	Extended response	3, 5, 8, 10	In use	All are available
PA	Arts	Extended response	4, 7, 10	Funded, not started	Not available, secured
PA	Arts	Hands-on performance tasks	4, 7, 10	Funded, not started	Not available, secured
PA	Math	Extended response	5, 8, 11	Ready for use	Not available, secured
PA	Reading	MC, multiple correct response	5, 8, 11	Ready for use	Not available, secured
PA	Reading	Extended response	5, 8, 11	Ready for use	Not available, secured
PA	Science	Extended response	4, 7, 10	Funded, not started	Not available, secured
PA	Science	Hands-on performance tasks	4, 7, 10	Funded, not started	Not available, secured
PA	Writing	Extended response	6, 9	Ready for use	Not available, secured
RI	Health education	Extended response	4	Ready for use	Not available, secured
RI	Math	Extended response	4	Ready for use	Not available, secured
RI	Writing	Extended response	4, 8, 10	Ready for use	Some are available
SC	Language Arts	MC, with student explanation	1-12	Funded, not started	Not available, secured
SC	Language Arts	MC, with student explanation	1-12	Funded, not started	Will become available later
SC	Language Arts	MC, with student explanation	1-12	Completed development	Not available, secured
SC	Language Arts	MC, with student explanation	1-12	Completed development	Will become available later
SC	Language Arts	Short-answer	1-12	Funded, not started	Not available, secured
SC	Language Arts	Short-answer	1-12	Funded, not started	Will become available later
SC	Language Arts	Short-answer	1-12	Completed development	Not available, secured
SC	Language Arts	Short-answer	1-12	Completed development	Will become available later
SC	Language Arts	Extended response	1-12	Funded, not started	Not available, secured
SC	Language Arts	Extended response	1-12	Funded, not started	Will become available later
SC	Language Arts	Extended response	1-12	Completed development	Not available, secured
SC	Language Arts	Extended response	1-12	Completed development	Will become available later

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
SC	Math	MC, with student explanation	1-12	Funded, not started	Not available, secured
SC	Math	MC, with student explanation	1-12	Funded, not started	Will become available later
SC	Math	MC, with student explanation	1-12	Completed development	Not available, secured
SC	Math	MC, with student explanation	1-12	Completed development	Will become available later
SC	Math	Short-answer	1-12	Funded, not started	Not available, secured
SC	Math	Short-answer	1-12	Funded, not started	Will become available later
SC	Math	Short-answer	1-12	Completed development	Not available, secured
SC	Math	Short-answer	1-12	Completed development	Will become available later
SC	Math	Extended response	1-12	Funded, not started	Not available, secured
SC	Math	Extended response	1-12	Funded, not started	Will become available later
SC	Math	Extended response	1-12	Completed development	Not available, secured
SC	Math	Extended response	1-12	Completed development	Will become available later
SC	Reading	MC, with student explanation	1-12	Funded, not started	Not available, secured
SC	Reading	MC, with student explanation	1-12	Funded, not started	Will become available later
SC	Reading	MC, with student explanation	1-12	Completed development	Not available, secured
SC	Reading	MC, with student explanation	1-12	Completed development	Will become available later
SC	Reading	Short-answer	1-12	Funded, not started	Not available, secured
SC	Reading	Short-answer	1-12	Funded, not started	Will become available later
SC	Reading	Short-answer	1-12	Completed development	Not available, secured
SC	Reading	Short-answer	1-12	Completed development	Will become available later
SC	Reading	Extended response	1-12	Funded, not started	Not available, secured
SC	Reading	Extended response	1-12	Funded, not started	Will become available later
SC	Reading	Extended response	1-12	Completed development	Not available, secured
SC	Reading	Extended response	1-12	Completed development	Will become available later
SC	Science	MC, with student explanation	1-12	Funded, not started	Not available, secured
SC	Science	MC, with student explanation	1-12	Funded, not started	Will become available later
SC	Science	MC, with student explanation	1-12	Completed development	Not available, secured
SC	Science	MC, with student explanation	1-12	Completed development	Will become available later
SC	Science	Short-answer	1-12	Funded, not started	Not available, secured
SC	Science	Short-answer	1-12	Funded, not started	Will become available later
SC	Science	Short-answer	1-12	Completed development	Not available, secured
SC	Science	Short-answer	1-12	Completed development	Will become available later
SC	Science	Extended response	1-12	Funded, not started	Not available, secured
SC	Science	Extended response	1-12	Funded, not started	Will become available later
SC	Science	Extended response	1-12	Completed development	Not available, secured
SC	Science	Extended response	1-12	Completed development	Will become available later

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
SC	Writing	MC, with student explanation	1-12	Funded, not started	Not available, secured
SC	Writing	MC, with student explanation	1-12	Funded, not started	Will become available later
SC	Writing	MC, with student explanation	1-12	Completed development	Not available, secured
SC	Writing	MC, with student explanation	1-12	Completed development	Will become available later
SC	Writing	Short-answer	1-12	Funded, not started	Not available, secured
SC	Writing	Short-answer	1-12	Funded, not started	Will become available later
SC	Writing	Short-answer	1-12	Completed development	Not available, secured
SC	Writing	Short-answer	1-12	Completed development	Will become available later
SC	Writing	Extended response	1-12	Funded, not started	Not available, secured
SC	Writing	Extended response	1-12	Funded, not started	Will become available later
SC	Writing	Extended response	1-12	Completed development	Not available, secured
SC	Writing	Extended response	1-12	Completed development	Will become available later
TX	Algebra I	Other	7, 8, 9, 10, 11, 12	Ready for use	Some are available
TX	Biology I	Other	8, 9, 10, 11, 12	Ready for use	Some are available
TX	Science	Other	8	Ready for use	Some are available
TX	Writing	Extended response	4, 8, 10	Ready for use	Some are available
UT	Math	Hands-on performance tasks	7-12	Funded, not started	May be examined, but not used
UT	Math	Hands-on performance tasks	1-6	Ready for use	May be examined, but not used
UT	Reading	Hands-on performance tasks	1-6	Ready for use	May be examined, but not used
UT	Science	Hands-on performance tasks	1-6	Ready for use	May be examined, but not used
UT	Social Studies	Hands-on performance tasks	1-6	Ready for use	May be examined, but not used
UT	Visual Arts	Hands-on performance tasks	1-6	Ready for use	May be examined, but not used
UT	Writing	Hands-on performance tasks	1-12	Ready for use	All are available
VA	Writing	Hands-on performance tasks	5,8, & 11	Plan to develop	Not available, secured
VA	Writing	Hands-on performance tasks	5,8, & 11	Ready for use	Not available, secured
VT	Math	Extended response	4, 8, & 10	Ready for use	Some are available
VT	Math	Hands-on performance tasks	4, 8, & 10	Ready for use	Some are available
VT	Math	Portfolio or learning record	4, 8, & 10	Ready for use	Some are available

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
VT	Writing	Extended response	5, 8	Ready for use	Some are available
VT	Writing	Portfolio or learning record	5, 8	Ready for use	Some are available
WA	Civics	Short-answer	7, 10		Not available, secured
WA	Civics	Extended response	7, 10		Not available, secured
WA	Dance	Observation	10		Not available, secured
WA	Economics	Short-answer	7, 10		Not available, secured
WA	Economics	Extended response	7, 10		Not available, secured
WA	Geography	Short-answer	7, 10		Not available, secured
WA	Geography	Extended response	7, 10		Not available, secured
WA	Health education	Short-answer	10		Not available, secured
WA	Health education	Extended response	10		Not available, secured
WA	History	Short-answer	7, 10		Not available, secured
WA	History	Extended response	7, 10		Not available, secured
WA	Math	Short-answer	7	Funded, not started	Not available, secured
WA	Math	Short-answer	4	Begun development	Not available, secured
WA	Math	Extended response	7	Funded, not started	Not available, secured
WA	Math	Extended response	4	Begun development	Not available, secured
WA	Music	Observation	10		Not available, secured
WA	Physical education	Observation	10		Not available, secured
WA	Reading	Short-answer	7	Funded, not started	Not available, secured
WA	Reading	Short-answer	4	Begun development	Not available, secured
WA	Reading	Extended response	7	Funded, not started	Not available, secured
WA	Reading	Extended response	4	Begun development	Not available, secured
WA	Science	Short-answer	7, 10		Not available, secured
WA	Science	Extended response	7, 10		Not available, secured
WA	Social studies	Short-answer	7, 10		Not available, secured
WA	Social studies	Extended response	7, 10		Not available, secured
WA	Theater	Observation	10		Not available, secured
WA	Visual arts	Observation	10		Not available, secured

Part 2 If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***.

ST	Subject	Exercise Type	Grades Served	Status	Availability
WA	Writing	Extended response	7	Funded, not started	Not available, secured
WA	Writing	Extended response	4	Begun development	Not available, secured
WV	Language Arts	MC, with student explanation	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Language Arts	Short-answer	1, 2, 3, 4, 5, 6, 7	In use	Not available, secured
WV	Language Arts	Short-answer	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Language Arts	Extended response	1, 2, 3, 4, 5, 6, 7	In use	Not available, secured
WV	Language Arts	Hands-on performance tasks	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Math	MC, with student explanation	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Math	Short-answer	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Math	Extended response	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Math	Hands-on performance tasks	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Reading	MC, with student explanation	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Reading	Short-answer	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Reading	Extended response	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Reading	Hands-on performance tasks	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Writing	Hands-on performance tasks	1, 2, 3, 4, 5, 6, 7, 8, 1	In use	Not available, secured
WY	Math	MC, with student explanation	4-8-11		Will become available later
WY	Math	Short-answer	4-8-11		Will become available later
WY	Math	Hands-on performance tasks	4-8-11		Will become available later
WY	Math	Projects, exhibitions, demonstrati	4-8-11		Will become available later
WY	Reading	MC, with student explanation	4-8-11		Will become available later
WY	Reading	Short-answer	4-8-11		Will become available later
WY	Reading	Hands-on performance tasks	4-8-11		Will become available later
WY	Reading	Projects, exhibitions, demonstrati	4-8-11		Will become available later
WY	Writing	MC, with student explanation	4-8-11		Will become available later
WY	Writing	Short-answer	4-8-11		Will become available later
WY	Writing	Hands-on performance tasks	4-8-11		Will become available later
WY	Writing	Projects, exhibitions, demonstrati	4-8-11		Will become available later

BEST COPY AVAILABLE

Part 3.01 Program components and contact persons.

ST	Component, purpose(s), and contact(s)
AK	Program Component: Norm-Referenced Testing Contact(s): Dennis McCrea Phone: 907-465-8691
AL	Program Component: Basic Competency Test, Grade 9 Contact(s): Miriam Byers Phone: 334-242-8038
AL	Program Component: Differential Aptitude Tests/Career Interest Inventory Contact(s): Randall Gull Phone: 334-242-8038
AL	Program Component: Exit Exam Contact(s): Dorothy DeMars Phone: 334-242-8038
AL	Program Component: Math End-of Course Test Contact(s): Dorothy DeMars Phone: 334-242-8038
AL	Program Component: Stanford Achievement Test Contact(s): Miriam Byers Phone: 334-242-8038
AL	Program Component: Writing Assessment Contact(s): Ann Moody Phone: 334-242-8038
AR	Program Component: Criterion Referenced Test Contact(s): Gayle Potter Phone: 501-682-4558
AR	Program Component: Stanford Achievement Test, Eighth Edition Contact(s): Vicki Gray Phone: 501-682-4252
AZ	Program Component: Norm-Referenced Testing Contact(s): Kelly Powell Phone: 602-542-5031
CA	Program Component: Career-Technical Assessment Program (C-TAP) Contact(s): Bob Anderson Phone: 916-657-3011
CA	Program Component: Golden State Exams Contact(s): Linda Zimmerer Phone: 916-657-3011

Part 3.01 Program components and contact persons.

ST	Component, purpose(s), and contact(s)
CT	Program Component: CT Academic Performance Test (CAPT) Contact(s): Peter Behuniak Phone: 860-566-2201
CT	Program Component: CT Mastery Test (CMT) Contact(s): Peter Behuniak Phone: 860-566-2201
DE	Program Component: Writing Assessment Contact(s): Rebecca Kopriva Phone: 302-739-6700
FL	Program Component: FL Writing Assessment Program Contact(s): Dr. Mark Heidorn Phone: 904-488-8198
FL	Program Component: Grade Ten Assessment Test (GTAT) Contact(s): Dr. Mark Heidorn or Virginia Sasser Phone: 904-488-8198
FL	Program Component: High School Competency Test (HSCT) Contact(s): Dr. Mark Heidorn or Virginia Sasser Phone: 904-488-8198
GA	Program Component: Curriculum-Based Assessments (CBA) Contact(s): Ms. Sandra Baxley Phone: 404-656-5975
GA	Program Component: GA High School Graduation Tests (GHSGT) Contact(s): Dr. Angelika Pohl Phone: 404-657-0312
GA	Program Component: GA Kindergarten Assessment Program (GKAP) Contact(s): Ms. Lynette Stroud Phone: 404-657-0311
GA	Program Component: Norm-Referenced Testing Contact(s): Ms. Beverly Schrenger Phone: 404-657-0313
GA	Program Component: Writing Assessment Contact(s): Lynette Stroud Phone: 404-657-0311
HI	Program Component: Credit by Examination (CbyE) Contact(s): Selvin Chin-Chance Phone: 808-733-9003

Part 3.01 Program components and contact persons.

ST	Component, purpose(s), and contact(s)
HI	Program Component: Stanford Achievement Test 8th Edition Contact(s): Selvin Chin-Chance Phone: 808-733-9003
HI	Program Component: Test of Essential Competencies (HSTEC) Contact(s): Selvin Chin-Chance Phone: 808-733-9003
ID	Program Component: Direct Mathematics Assessment Contact(s): Sally R. Tiel Phone: 208-332-6946
ID	Program Component: Direct Writing Assessment Contact(s): Sally R. Tiel Phone: 208-332-6946
ID	Program Component: Standardized Testing ITBS & TAP Contact(s): Sally R. Tiel Phone: 208-332-6946
IL	Program Component: IL Goal Assessment Program (IGAP) Contact(s): Merv Brennen Phone: 217-782-4823
IN	Program Component: Statewide Assessment Contact(s): Dr. Rick Peters Phone: 317-232-9050
KS	Program Component: KS Assessment Program Contact(s): Kim Gattis (Math), Kim Young (Reading), Greg Schell (Science), Mel Riggs (Writing) Phone: 913-296-3851
KY	Program Component: Open Response Questions Contact(s): Dr. Betty Edwards Phone: 502-564-2106
KY	Program Component: Portfolio Assessment Contact(s): C. Scott Trimble Phone: 502-564-4394
LA	Program Component: Grade 3, 5, and 7 Criterion-Referenced Test Contact(s): Jimmie Steptoe Phone: 504-342-6311
LA	Program Component: Kindergarten Develop. Readiness Screen. Prog. Contact(s): Jimmie Steptoe Phone: 504-342-6311

Part 3.01 Program components and contact persons.

ST	Component, purpose(s), and contact(s)
LA	Program Component: LA Graduation Exit Examination Contact(s): Jimmie Steptoe Phone: 504-342-6311
LA	Program Component: Norm-Referenced Testing Contact(s): Jimmie Steptoe Phone: 504-342-6311
MA	Program Component: Massachusetts Educational Assessment Program Contact(s): Jeffrey Nellhaus, Kit Viator Phone: 617-388-3300
MD	Program Component: MD Functional Testing Program Contact(s): Steve Ferrara Phone: 410-767-0080
MD	Program Component: MD School Perf. Assessment Program (MSPAP) Contact(s): Steve Ferrara Phone: 410-767-0080
ME	Program Component: State Tests Contact(s): Dr. Horace P. Maxcy Jr. Phone: 207-287-5996
MI	Program Component: Employability Skills Portfolio Contact(s): Catherine Smith Phone: 517-373-8393
MI	Program Component: MI Educational Assessment Program (MEAP) Contact(s): Peggy Dutcher (language arts) Chris Schram (Math) Phone: 517-373-8393
MO	Program Component: MO Mastery and Achievement Test (MMAT) Contact(s): Jim Friedebach or Walt Brown Phone: 800-845-3545
MO	Program Component: Writing Assessment Contact(s): Walt Brown or Charlotte O'Brien Phone: 314-751-3545
MS	Program Component: Functional Literacy Examination (FLE) Contact(s): Gloria Beal Phone: 601-359-3052
MS	Program Component: Norm-Referenced Testing Contact(s): Paula Tharp Phone: 601-359-3052

Part 3.01 Program components and contact persons.

ST	Component, purpose(s), and contact(s)
MS	Program Component: Subject Area Testing Program (SATP) Contact(s): Deborah P. Zischke Phone: 601-359-3052
MT	Program Component: Student Assessment Requirement Contact(s): Dori Nielson Phone: 406-444-3656
NC	Program Component: Competency Testing Contact(s): Mildred Bazemore Phone: 919-715-1182
NC	Program Component: NC Testing Program Contact(s): Mildred Bazemore Phone: 919-715-1182
NC	Program Component: Norm-Referenced Testing Contact(s): Mildred Bazemore Phone: 919-715-1182
ND	Program Component: Norm-referenced Testing Contact(s): Gaylynn L. Becker & Dr. David L. Lee Phone: 701-328-2755
NH	Program Component: NH Ed. Improvement and Assessment Program Contact(s): William B. Ewert Phone: 603-271-2298
NJ	Program Component: Grade 11 High School Proficiency Test Contact(s): Veronica Orsi Phone: 609-292-8739
NJ	Program Component: Grade 8 Early Warning Test Contact(s): Wendy Roberts Phone: 609-777-3672
NM	Program Component: New Mexico Achievement Assessment Contact(s): Jim Travelstead Phone: 505-827-6524
NM	Program Component: New Mexico High School Competency Exam Contact(s): Jim Travelstead Phone: 505-827-6524
NM	Program Component: Portfolio Writing Assessment Contact(s): Jim Travelstead Phone: 505-827-6524

Part 3.01 Program components and contact persons.

ST	Component, purpose(s), and contact(s)
NM	Program Component: Reading Assessment for Grades 1 and 2 Contact(s): Jim Travelstead Phone: 505-827-6524
NV	Program Component: High School Proficiency Examination Program Contact(s): Dr. Richard Naccarato Phone: 702-687-9184
NV	Program Component: Norm-Referenced Testing Contact(s): Dr. Thomas W. Klein Phone: 702-687-9184
NV	Program Component: Writing Proficiency Examination-Grade 8 Contact(s): Kathleen St.Clair Phone: 702-687-9185
NY	Program Component: Occupational Education Proficiency Examinations Contact(s): David R. Bower Phone: 518-474-5902
NY	Program Component: Preliminary Competency Tests Contact(s): David R. Bower Phone: 518-474-5902
NY	Program Component: Program Evaluation Tests Contact(s): David R. Bower Phone: 517-474-5902
NY	Program Component: Pupil Evaluation Program Tests Contact(s): David R. Bower Phone: 517-474-5902
NY	Program Component: Regents Competency Tests Contact(s): David R. Bower Phone: 518-474-5902
NY	Program Component: Regents Examination Programs Contact(s): David R. Bower Phone: 518-474-5902
NY	Program Component: Second Language Proficiency Examinations Contact(s): David R. Bower Phone: 518-474-5902
OH	Program Component: Fourth-Grade Proficiency Testing Contact(s): Janet Crandell Phone: 614-466-0223

Part 3.01 Program components and contact persons.

ST	Component, purpose(s), and contact(s)
OH	Program Component: Ninth-Grade Proficiency Testing Contact(s): Janet Crandell Phone: 614-466-0223
OH	Program Component: Sixth-Grade Proficiency Testing Contact(s): Janet Crandell Phone: 614-466-0223
OH	Program Component: Twelfth-Grade Proficiency Testing Contact(s): Janet Crandell Phone: 614-466-0223
OK	Program Component: Criterion-Referenced Test (OK Core Curriculum Tests) Contact(s): Frank Raia Phone: 405-521-3341
OK	Program Component: Norm-referenced test (NRT)-Iowa Test of Basic Skills Contact(s): Frank Raia Phone: 405-521-3341
OR	Program Component: Reading and Mathematics Assessment Contact(s): Barbara Wolfe Phone: 503-378-8004
OR	Program Component: Writing Assessment Contact(s): Barbara Wolfe Phone: 503-378-8004
PA	Program Component: Reading and Mathematics Assessment Contact(s): Lee Plempel, James Masters Phone: 717-787-4234
PA	Program Component: Writing Assessment Contact(s): Lee Plempel, James Masters Phone: 717-787-4234
RI	Program Component: Health Performance Assessment Contact(s): Cynthia Y. Corbridge Phone: 401-277-4600
RI	Program Component: Mathematics Performance Assessment Contact(s): Ellen Hedlund, Ph.D. Phone: 401-277-4600
RI	Program Component: Norm-Referenced-MAT, 7 Contact(s): James Karon, Ph.D. Phone: 401-277-4600

Part 3.01 Program components and contact persons.

ST	Component, purpose(s), and contact(s)
RI	Program Component: Writing Performance Assessment Contact(s): Thomas Izzo Phone: 401-277-4600
SC	Program Component: Basic Skills Assessment Program Contact(s): Susan Agruso Program Phone: 803-734-8285
SC	Program Component: Norm-Referenced Testing Contact(s): Elizabeth Jones Phone: 803-734-8498
SD	Program Component: Norm-referenced Contact(s): Gary Skoglund Phone: 605-773-5229
TN	Program Component: TCAP Achievement Test-CRT Contact(s): Dr. Fretta Bunch Phone: 423-974-5385
TN	Program Component: TCAP Achievement Test-NRT Contact(s): Dr. Fretta Bunch Phone: 423-974-5385
TN	Program Component: TCAP Competency Test Contact(s): Dr. Fretta Bunch Phone: 423-974-5385
TN	Program Component: TCAP Writing Assessment Contact(s): Dr. Fretta Bunch Phone: 423-974-5385
TX	Program Component: TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests Contact(s): Keith L. Cruse Phone: 512-463-9536
UT	Program Component: Core Assessment CRT Program Contact(s): Dr. Barbara Lawrence Phone: 801-538-7810
UT	Program Component: Core Curriculum Testing (Perf. Assessment) Contact(s): Dr. Barbara Lawrence Phone: 801-538-7810
UT	Program Component: Norm-Referenced Testing Contact(s): Dr. Barbara Lawrence Phone: 801-538-7810

Part 3.01 Program components and contact persons.

ST	Component, purpose(s), and contact(s)
VA	Program Component: Literacy Passport Test (LPT) Contact(s): Shelley Loving-Ryder Phone: 804-225-2936
VA	Program Component: Virginia Student Assessment Program (VSAP-NRT) Contact(s): Cameron Harris Phone: 804-225-2913
VT	Program Component: New Standards Math Contact(s): Elaine Grainger Phone: 802-828-3115
VT	Program Component: Portfolio Assessment Contact(s): Elaine Grainger Phone: 802-828-3115
WA	Program Component: Norm Reference Contact(s): Bob Silverman Phone: 360-753-3449
WI	Program Component: WRCT at Grade 3 Contact(s): Vicki Fredrick, Education Program Specialist Phone: 608-267-7268
WI	Program Component: WSAS Knowledge & Concepts Contact(s): Rajah Farah, Education Program Specialist Phone: 608-267-9283
WV	Program Component: Norm-Referenced Testing Contact(s): Karen Nicholson Phone: 304-558-2651
WV	Program Component: WV-STEP Contact(s): Karen Nicholson Phone: 304-558-2651
WV	Program Component: Writing Assessment Contact(s): Karen Nicholson Phone: 304-558-2651
WY	Program Component: Wyoming Assessment Program Contact(s): Al Scheinker Phone: 307-777-6254

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
AK	Norm-Referenced Testing	Language Arts					9,412				8,454			6,867	
AK	Norm-Referenced Testing	Math					9,412				8,454			6,867	
AK	Norm-Referenced Testing	Reading					9,412				8,454			6,867	
AL	Basic Competency Test, Grade 9	Language Arts										52,000			
AL	Basic Competency Test, Grade 9	Math										52,000			
AL	Basic Competency Test, Grade 9	Reading										52,000			
AL	Differential Aptitude Tests/Career Interest Inve	Aptitudes									55,992		47,029		
AL	Exit Exam	Language Arts												50,000	5,000
AL	Exit Exam	Math												50,000	5,000
AL	Exit Exam	Reading												50,000	5,000
AL	Math End-of Course Test	Algebra I								40,000					
AL	Math End-of Course Test	Geometry								40,000					
AL	Stanford Achievement Test	Language Arts				50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	
AL	Stanford Achievement Test	Math				50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	
AL	Stanford Achievement Test	Reading				50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	
AL	Stanford Achievement Test	Science				50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	
AL	Stanford Achievement Test	Social Studies				50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	
AL	Writing Assessment	Writing						51,334		52,837					
AR	Criterion Referenced Test	Math					34,000							34,000	
AR	Criterion Referenced Test	Reading					34,000							34,000	
AR	Criterion Referenced Test	Writing					34,000							34,000	
AR	Stanford Achievement Test, Eighth Edition	Language Arts						30,989		32,436			30,469		
AR	Stanford Achievement Test, Eighth Edition	Math						31,154		32,630			30,635		
AR	Stanford Achievement Test, Eighth Edition	Reading						31,183		32,699			30,613		
AR	Stanford Achievement Test, Eighth Edition	Science						31,162		32,626			30,596		
AR	Stanford Achievement Test, Eighth Edition	Social Science						31,145		32,614			30,548		
AZ	Norm-Referenced Testing	Language Arts					52,155			52,197					
AZ	Norm-Referenced Testing	Math					52,809			52,396			42,132		
AZ	Norm-Referenced Testing	Reading					53,085			52,879			42,179		

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
CA	Career-Technical Assessment Program (C-TAP	Agriculture													3,300
CA	Career-Technical Assessment Program (C-TAP	Business Education													2,300
CA	Career-Technical Assessment Program (C-TAP	Health Careers													2,000
CA	Career-Technical Assessment Program (C-TAP	Home Economics													2,500
CA	Career-Technical Assessment Program (C-TAP	Industrial and Technology													1,500
CA	Golden State Exams	Algebra										130,000			
CA	Golden State Exams	Biology											69,000		
CA	Golden State Exams	Chemistry												40,000	
CA	Golden State Exams	Economics													44,000
CA	Golden State Exams	Geometry											85,000		
CA	Golden State Exams	U.S. History											59,000		
CT	CT Academic Performance Test (CAPT)	Editing											29,098		
CT	CT Academic Performance Test (CAPT)	Interdisciplinary											28,570		
CT	CT Academic Performance Test (CAPT)	Math											28,406		
CT	CT Academic Performance Test (CAPT)	Reading											29,122		
CT	CT Academic Performance Test (CAPT)	Science											28,871		
CT	CT Mastery Test (CMT)	Math					37,476		35,747		33,884				
CT	CT Mastery Test (CMT)	Reading					37,226		35,837		34,199				
CT	CT Mastery Test (CMT)	Writing					36,527		35,697		33,871				
DE	Writing Assessment	Writing				8,140		8,030			8,011		6,879		
FL	FL Writing Assessment Program	Writing					143,210				130,994		107,745		
FL	Grade Ten Assessment Test (GTAT)	Math											103,610		
FL	Grade Ten Assessment Test (GTAT)	Reading											104,549		
FL	High School Competency Test (HSCT)	Communications												102,455	
FL	High School Competency Test (HSCT)	Math												104,091	
GA	Curriculum-Based Assessments (CBA)	Health						87,606			83,395				
GA	Curriculum-Based Assessments (CBA)	Language Arts/Reading				89,591		87,585			83,409				
GA	Curriculum-Based Assessments (CBA)	Math				89,431		87,543			83,411				
GA	Curriculum-Based Assessments (CBA)	Science				89,729		87,572			83,530				
GA	Curriculum-Based Assessments (CBA)	Social Studies				89,732		87,478			83,464				

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
GA	GA High School Graduation Tests (GHSGT)	Language Arts												63,742	5,313
GA	GA High School Graduation Tests (GHSGT)	Math												63,811	6,451
GA	GA High School Graduation Tests (GHSGT)	Science												64,342	2,512
GA	GA High School Graduation Tests (GHSGT)	Social Studies												66,063	2,853
GA	GA High School Graduation Tests (GHSGT)	Writing												65,871	7,040
GA	GA Kindergarten Assessment Program (GKAP)	Communicative Capability	109,756												
GA	GA Kindergarten Assessment Program (GKAP)	Logical/Math	109,756												
GA	GA Kindergarten Assessment Program (GKAP)	Personal Capability	109,756												
GA	GA Kindergarten Assessment Program (GKAP)	Physical Capability	109,756												
GA	GA Kindergarten Assessment Program (GKAP)	Social Capability	109,756												
GA	Norm-Referenced Testing	Math				89,590		87,954			85,066			11,195	
GA	Norm-Referenced Testing	Reading				91,063		87,954			86,319			11,136	
GA	Norm-Referenced Testing	Science												11,333	
GA	Norm-Referenced Testing	Social Studies												11,075	
GA	Norm-Referenced Testing	Written Expression												11,331	
GA	Writing Assessment	Writing				91,063		89,590			86,319				
HI	Credit by Examination (CbyE)	Algebra									913				
HI	Credit by Examination (CbyE)	Foreign Languages									232				
HI	Stanford Achievement Test 8th Edition	Language Arts				13,722			13,839		13,249		13,396		
HI	Stanford Achievement Test 8th Edition	Math				13,722			13,839		13,249		13,396		
HI	Stanford Achievement Test 8th Edition	Reading				13,722			13,839		13,249		13,396		
HI	Test of Essential Competencies (HSTEC)	Basic Skills											13,000	4,000	2,500
ID	Direct Mathematics Assessment	Mathematics					15,097				17,080				
ID	Direct Writing Assessment	Writing					16,222				18,442			15,896	
ID	Standardized Testing ITBS & TAP	Language Arts				15,328	15,499	16,769	17,307	17,591	18,072	17,414	16,759	15,803	
ID	Standardized Testing ITBS & TAP	Mathematics				15,328	15,499	16,769	17,307	17,591	18,072	17,414	16,759	15,803	
ID	Standardized Testing ITBS & TAP	Reading				15,328	15,499	16,769	17,307	17,591	18,072	17,414	16,759	15,803	
ID	Standardized Testing ITBS & TAP	Science				15,328		16,769		17,591		17,414			
ID	Standardized Testing ITBS & TAP	Social Studies				15,328		16,769		17,591		17,414			

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
IL	IL Goal Assessment Program (IGAP)	Math				124,828			126,898		121,494		114,885		
IL	IL Goal Assessment Program (IGAP)	Reading				123,329			126,268		121,042		115,054		
IL	IL Goal Assessment Program (IGAP)	Science					129,623			121,538				100,338	
IL	IL Goal Assessment Program (IGAP)	Social Studies					129,539			121,409				100,888	
IL	IL Goal Assessment Program (IGAP)	Writing				121,325			124,567		119,334		111,568		
IN	Statewide Assessment	Language Arts				64,286			65,518				63,488		
IN	Statewide Assessment	Math				64,286			65,518				63,488		
KS	KS Assessment Program	Math					32,672			33,245			29,688		
KS	KS Assessment Program	Reading				31,846				33,385			29,372		
KS	KS Assessment Program	Writing						31,904			31,661		23,084		
KY	Open Response Questions	Arts & Humanities						49,561			51,638			41,924	
KY	Open Response Questions	Language Arts					48,482			50,000				41,924	
KY	Open Response Questions	Math						49,561			51,638			41,924	
KY	Open Response Questions	Prac. Living/Voc						49,561			51,638			41,924	
KY	Open Response Questions	Science					48,482			50,000				41,924	
KY	Open Response Questions	Social Studies						49,561			51,638			41,924	
KY	Portfolio Assessment	Math						49,561			51,489			41,924	
KY	Portfolio Assessment	Writing					48,440				51,628			41,924	
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Language Arts				60,000		58,000		58,000					
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Math				60,000		58,000		58,000					
LA	Kindergarten Develop. Readiness Screen. Prog.	KG Screening	54,500												
LA	LA Graduation Exit Examination	Language Arts											45,500		
LA	LA Graduation Exit Examination	Math											45,500		
LA	LA Graduation Exit Examination	Science												39,900	
LA	LA Graduation Exit Examination	Social Studies												39,900	
LA	LA Graduation Exit Examination	Writing											44,500		
LA	Norm-Referenced Testing	Language Arts					51,500		50,200						
LA	Norm-Referenced Testing	Math					51,500		50,200						
LA	Norm-Referenced Testing	Reading					51,500		50,200						
LA	Norm-Referenced Testing	Science					51,500		50,200						
LA	Norm-Referenced Testing	Social Studies					51,500		50,200						

BEST COPY AVAILABLE

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
MA	Massachusetts Educational Assessment Progra	Math					63,735				57,861		50,983		
MA	Massachusetts Educational Assessment Progra	Reading					63,735				57,861		50,983		
MA	Massachusetts Educational Assessment Progra	Science					63,735				57,861		50,983		
MA	Massachusetts Educational Assessment Progra	Social studies					63,735				57,861		50,983		
MD	MD Functional Testing Program	Citizenship									1,350	24,920	19,050	3,900	1,810
MD	MD Functional Testing Program	Math								22,540	18,130	28,080	7,990	3,810	1,760
MD	MD Functional Testing Program	Reading								41,890	7,250	23,400	2,870	1,620	810
MD	MD Functional Testing Program	Writing								20,760	14,210	42,335	6,720	2,725	1,435
MD	MD School Perf. Assessment Program (MSPA	Language Arts				60,000		60,000			52,000				
MD	MD School Perf. Assessment Program (MSPA	Math				60,000		60,000			60,000				
MD	MD School Perf. Assessment Program (MSPA	Reading				60,000		60,000			60,000				
MD	MD School Perf. Assessment Program (MSPA	Science				60,000		60,000			60,000				
MD	MD School Perf. Assessment Program (MSPA	Social Studies				60,000		60,000			60,000				
MD	MD School Perf. Assessment Program (MSPA	Writing				60,000		60,000			60,000				
ME	State Tests	Health													
ME	State Tests	Humanities													
ME	State Tests	Math													
ME	State Tests	Reading													
ME	State Tests	Science													
ME	State Tests	Social Studies													
ME	State Tests	Writing													
MI	Employability Skills Portfolio	Employability Skills												1,000	
MI	MI Educational Assessment Program (MEAP)	Math					114,934			114,274				90,578	
MI	MI Educational Assessment Program (MEAP)	Reading					114,816			114,172				91,363	
MI	MI Educational Assessment Program (MEAP)	Science						117,520			116,847			91,585	
MI	MI Educational Assessment Program (MEAP)	Writing						116,740			114,705			90,310	
MO	MO Mastery and Achievement Test (MMAT)	English				6,000			6,000		6,000		6,000		
MO	MO Mastery and Achievement Test (MMAT)	Math				6,000			6,000		6,000		6,000		
MO	MO Mastery and Achievement Test (MMAT)	Science				6,000			6,000		6,000		6,000		
MO	MO Mastery and Achievement Test (MMAT)	Social Studies				6,000			6,000		6,000		6,000		
MO	Writing Assessment	Writing						6,000			6,000			6,000	

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
MS	Functional Literacy Examination (FLE)	Math												29,943	
MS	Functional Literacy Examination (FLE)	Reading												29,943	
MS	Functional Literacy Examination (FLE)	Written Communication												29,943	
MS	Norm-Referenced Testing	Language Arts					37,019	37,333	37,728	39,834	38,311	40,436			
MS	Norm-Referenced Testing	Math					37,019	37,333	37,728	39,834	38,311	40,436			
MS	Norm-Referenced Testing	Reading					37,019	37,333	37,728	39,834	38,311	40,436			
MS	Subject Area Testing Program (SATP)	Algebra I									35,000				
MS	Subject Area Testing Program (SATP)	U.S. History												38,000	
MT	Student Assessment Requirement	Language Arts					12,250				12,200			10,000	
MT	Student Assessment Requirement	Math					12,250				12,200			10,000	
MT	Student Assessment Requirement	Reading					12,250				12,200			10,000	
MT	Student Assessment Requirement	Science					12,250				12,200			10,000	
MT	Student Assessment Requirement	Social Studies					12,250				12,200			10,000	
NC	Competency Testing	Language											75,000		
NC	Competency Testing	Math									86,002		75,000		
NC	Competency Testing	Reading									86,002		75,000		
NC	NC Testing Program	Algebra I										82,536			
NC	NC Testing Program	Biology											77,262		
NC	NC Testing Program	Economic Systems										82,141			
NC	NC Testing Program	English I										84,895			
NC	NC Testing Program	English II											80,114		
NC	NC Testing Program	Math				90,510	89,170	89,204	87,296	87,487	86,002				
NC	NC Testing Program	Reading				90,395	89,115	89,180	87,286	87,455	85,993				
NC	NC Testing Program	U.S. History										82,141			
NC	NC Testing Program	Writing					89,200			87,500					
NC	Norm-Referenced Testing	Language Arts						3,000			3,000				
NC	Norm-Referenced Testing	Math						3,000			3,000				
NC	Norm-Referenced Testing	Reading						3,000			3,000				

161

182

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
ND	Norm-referenced Testing	Language Arts				9,153			9,783		10,114			8,365	
ND	Norm-referenced Testing	Math				9,153			9,783		10,114			8,365	
ND	Norm-referenced Testing	Reading				9,153			9,783		10,114			8,365	
ND	Norm-referenced Testing	Sciences				9,153			9,783		10,114			8,365	
ND	Norm-referenced Testing	Social Studies				9,153			9,783		10,114			8,365	
ND	Norm-referenced Testing	Spelling				9,153			9,783		10,114			8,365	
ND	Norm-referenced Testing	Study Skills							9,783		10,114			8,365	
ND	Norm-referenced Testing	Word Analysis				9,153									
NH	NH Ed. Improvement and Assessment Program	Language Arts				15,498			15,133				11,874		
NH	NH Ed. Improvement and Assessment Program	Math				15,844			15,275				11,949		
NH	NH Ed. Improvement and Assessment Program	Science							15,293				11,869		
NH	NH Ed. Improvement and Assessment Program	Social Studies							15,254				11,834		
NH	NH Ed. Improvement and Assessment Program	Writing				15,498			15,133				11,874		
NJ	Grade 11 High School Proficiency Test	Math												66,000	11,000
NJ	Grade 11 High School Proficiency Test	Reading												66,000	11,000
NJ	Grade 11 High School Proficiency Test	Writing												66,000	11,000
NJ	Grade 8 Early Warning Test	Math									82,000				
NJ	Grade 8 Early Warning Test	Reading									82,000				
NJ	Grade 8 Early Warning Test	Writing									82,000				
NM	New Mexico Achievement Assessment	Math				24,000		24,000			21,000				
NM	New Mexico Achievement Assessment	Reading				24,000		24,000			21,000				
NM	New Mexico Achievement Assessment	Spelling				24,000		24,000			21,000				
NM	New Mexico Achievement Assessment	Vocabulary				24,000		24,000			21,000				
NM	New Mexico High School Competency Exam	Language Arts											24,000	1,500	1,000
NM	New Mexico High School Competency Exam	Math											24,000	1,500	1,000
NM	New Mexico High School Competency Exam	Reading											24,000	1,500	1,000
NM	New Mexico High School Competency Exam	Science											24,000	1,500	1,000
NM	New Mexico High School Competency Exam	Social Studies											24,000	1,500	1,000
NM	New Mexico High School Competency Exam	Writing											24,000	1,500	1,000
NM	Portfolio Writing Assessment	Writing					24,000		24,000		12,000				
NM	Reading Assessment for Grades 1 and 2	Reading		25,000	25,000										

163

164

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
NV	High School Proficiency Examination Program	Math												12,000	3,800
NV	High School Proficiency Examination Program	Reading												12,000	3,800
NV	High School Proficiency Examination Program	Writing												12,000	2,500
NV	Norm-Referenced Testing	Language Arts					17,000								
NV	Norm-Referenced Testing	Math					17,000				15,500				
NV	Norm-Referenced Testing	Reading					17,000				15,500				
NV	Writing Proficiency Examination-Grade 8	Writing									15,500				
NY	Occupational Education Proficiency Examinati	Bus Analysis/Bus Comp												14,000	
NY	Occupational Education Proficiency Examinati	Health Occupations											2,000		
NY	Occupational Education Proficiency Examinati	Home Economics											19,000		
NY	Occupational Education Proficiency Examinati	Intro to Occupations										62,000			
NY	Occupational Education Proficiency Examinati	Technology											11,000		
NY	Preliminary Competency Tests	Reading									181,000	16,000			
NY	Preliminary Competency Tests	Writing									180,000	16,000			
NY	Program Evaluation Tests	Science					207,000								
NY	Program Evaluation Tests	Social Studies							194,000		180,000				
NY	Pupil Evaluation Program Tests	Math				218,000			204,000						
NY	Pupil Evaluation Program Tests	Reading				215,000			202,000						
NY	Pupil Evaluation Program Tests	Writing						204,000							
NY	Regents Competency Tests	Math										152,000			
NY	Regents Competency Tests	Reading												72,000	
NY	Regents Competency Tests	Science										129,000			
NY	Regents Competency Tests	Social Studies											109,000	82,000	
NY	Regents Competency Tests	Writing												94,000	
NY	Regents Examination Programs	English												124,000	
NY	Regents Examination Programs	Foreign Languages												99,000	
NY	Regents Examination Programs	Math										165,000	118,000	84,000	
NY	Regents Examination Programs	Science										97,000	121,000	82,000	42,000
NY	Regents Examination Programs	Social Studies											133,000	117,000	
NY	Second Language Proficiency Examinations	Foreign Languages													

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
OH	Fourth-Grade Proficiency Testing	Citizenship					128,000								
OH	Fourth-Grade Proficiency Testing	Math					128,000								
OH	Fourth-Grade Proficiency Testing	Reading					128,000								
OH	Fourth-Grade Proficiency Testing	Science					128,000								
OH	Fourth-Grade Proficiency Testing	Writing					128,000								
OH	Ninth-Grade Proficiency Testing	Citizenship									116,332	92,132	30,354	15,273	7,193
OH	Ninth-Grade Proficiency Testing	Math									116,674	131,644	63,922	35,500	21,476
OH	Ninth-Grade Proficiency Testing	Reading									116,479	80,437	21,674	9,656	4,431
OH	Ninth-Grade Proficiency Testing	Science									100,558	125,191			
OH	Ninth-Grade Proficiency Testing	Writing									116,234	100,039	28,463	10,726	5,690
OH	Sixth-Grade Proficiency Testing	Citizenship							126,000						
OH	Sixth-Grade Proficiency Testing	Math							126,000						
OH	Sixth-Grade Proficiency Testing	Reading							126,000						
OH	Sixth-Grade Proficiency Testing	Science							126,000						
OH	Sixth-Grade Proficiency Testing	Writing							126,000						
OH	Twelfth-Grade Proficiency Testing	Citizenship													92,000
OH	Twelfth-Grade Proficiency Testing	Math													92,000
OH	Twelfth-Grade Proficiency Testing	Reading													92,000
OH	Twelfth-Grade Proficiency Testing	Science													92,000
OH	Twelfth-Grade Proficiency Testing	Writing													92,000
OK	Criterion-Referenced Test (OK Core Curriculu	Math						42,557	8,080		43,428	10,302		32,603	10,573
OK	Criterion-Referenced Test (OK Core Curriculu	Reading						42,524			43,311	10,229		32,453	
OK	Criterion-Referenced Test (OK Core Curriculu	Science						42,542	7,957		43,422	8,738		32,542	7,245
OK	Criterion-Referenced Test (OK Core Curriculu	Writing						42,517			42,378	4,482		31,207	
OK	Norm-referenced test (NRT)-Iowa Test of Basi	Language Arts				40,588				43,648					
OK	Norm-referenced test (NRT)-Iowa Test of Basi	Math				40,556				43,521					
OK	Norm-referenced test (NRT)-Iowa Test of Basi	Reading				40,689				43,832					
OK	Norm-referenced test (NRT)-Iowa Test of Basi	Science				40,667				43,741					
OK	Norm-referenced test (NRT)-Iowa Test of Basi	Social Studies				40,668				43,753					
OR	Reading and Mathematics Assessment	Math				38,000		39,000			37,000			28,000	
OR	Reading and Mathematics Assessment	Reading				38,000		39,000			37,000			28,000	
OR	Writing Assessment	Writing				38,000					37,000				

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
PA	Reading and Mathematics Assessment	Math						134,113			132,378			112,498	
PA	Reading and Mathematics Assessment	Reading						134,113			132,378			112,498	
PA	Writing Assessment	Writing							87,785			85,960			
RI	Health Performance Assessment	Health					11,000								
RI	Mathematics Performance Assessment	Math					11,000								
RI	Norm-Referenced-MAT, 7	Math					11,000				11,000		10,000		
RI	Norm-Referenced-MAT, 7	Reading					11,000				11,000		10,000		
RI	Writing Performance Assessment	Writing					11,000				11,000		10,000		
SC	Basic Skills Assessment Program	Math				46,266					47,982		39,049	40,013	
SC	Basic Skills Assessment Program	Reading				45,925					47,925		39,017	39,986	
SC	Basic Skills Assessment Program	Science				45,974			47,337		47,646				
SC	Basic Skills Assessment Program	Writing							47,329		47,619		39,764		
SC	Norm-Referenced Testing	Language					46,484	46,934		47,307		49,677		31,047	
SC	Norm-Referenced Testing	Math					46,797	47,214		47,537		49,817		31,127	
SC	Norm-Referenced Testing	Reading					46,541	47,020		47,531		49,828		31,584	
SD	Norm-referenced	Language					11,089				11,443			9,312	
SD	Norm-referenced	Math					11,089				11,443			9,312	
SD	Norm-referenced	Reading					11,089				11,443			9,312	
SD	Norm-referenced	Science					11,089				11,443			9,312	
SD	Norm-referenced	Social Studies					11,089				11,443			9,312	
TN	TCAP Achievement Test-CRT	Language Arts			67,591	65,481	65,800	66,147	65,048	66,207	65,030				
TN	TCAP Achievement Test-CRT	Math			67,591	65,481	65,800	66,147	65,048	66,207	65,030				
TN	TCAP Achievement Test-NRT	Language Arts			67,591	65,481	65,800	66,147	65,048	66,207	65,030				
TN	TCAP Achievement Test-NRT	Math			67,591	65,481	65,800	66,147	65,048	66,207	65,030				
TN	TCAP Achievement Test-NRT	Reading			67,591	65,481	65,800	66,147	65,048	66,207	65,030				
TN	TCAP Achievement Test-NRT	Science			67,591	65,481	65,800	66,147	65,048	66,207	65,030				
TN	TCAP Achievement Test-NRT	Social Studies			67,591	65,481	65,800	66,147	65,048	66,207	65,030				
TN	TCAP Competency Test	Language Arts										83,000			
TN	TCAP Competency Test	Math										83,000			
TN	TCAP Writing Assessment	Writing					60,888				61,026			45,526	

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
TX	TX Assessment of Academic Skills (TAAS) &	Math				238,002	243,480	252,219	255,797	258,200	252,425		217,021	48,924	18,089
TX	TX Assessment of Academic Skills (TAAS) &	Reading				234,917	241,038	250,760	255,403	258,623	253,177		214,137	25,077	8,558
TX	TX Assessment of Academic Skills (TAAS) &	Science									250,020				
TX	TX Assessment of Academic Skills (TAAS) &	Social Studies									251,911				
TX	TX Assessment of Academic Skills (TAAS) &	Writing					233,427				239,418		201,325	20,148	6,005
UT	Core Assessment CRT Program	Math		29,500	25,000	26,700	27,100	28,600	28,800	11,900					
UT	Core Assessment CRT Program	Reading		23,500	22,900	20,800	20,800	22,800	22,200						
UT	Core Assessment CRT Program	Science		23,000	23,500	23,000	24,000	24,300	20,300						
UT	Core Curriculum Testing (Perf. Assessment)	Math		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Reading		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Science		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Social Studies		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Visual Art		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Writing		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Norm-Referenced Testing	Language Arts						38,000			36,000			30,000	
UT	Norm-Referenced Testing	Mathematics						38,000			36,000			30,000	
UT	Norm-Referenced Testing	Reading						38,000			36,000			30,000	
UT	Norm-Referenced Testing	Science						38,000			36,000			30,000	
UT	Norm-Referenced Testing	Social Studies						38,000			36,000			30,000	
VA	Literacy Passport Test (LPT)	Math							81,093	10,066	5,190	2,157	1,238	892	440
VA	Literacy Passport Test (LPT)	Reading							80,982	10,529	5,290	2,215	1,316	986	453
VA	Literacy Passport Test (LPT)	Writing							80,775	10,411	4,535	2,011	1,237	908	495
VA	Virginia Student Assessment Program (VSAP-	Language Arts					80,995				78,106			59,845	
VA	Virginia Student Assessment Program (VSAP-	Math					80,995				78,106			59,845	
VA	Virginia Student Assessment Program (VSAP-	Reading					80,995				78,106			59,845	
VA	Virginia Student Assessment Program (VSAP-	Science					80,995				78,106			59,845	
VA	Virginia Student Assessment Program (VSAP-	Social Studies					80,995				78,106			59,845	
VA	Virginia Student Assessment Program (VSAP-	Vocabulary					80,995				78,106				
VA	Virginia Student Assessment Program (VSAP-	Work Study Skills					80,995				78,106			59,845	
VT	New Standards Math	Math					7,602				6,749		4,170		
VT	Portfolio Assessment	Math					(1)				(1)		(1)		
VT	Portfolio Assessment	Writing						(1)			(1)				

Part 3.02 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
WA	Norm Reference	Language Arts					68,764				68,718				
WA	Norm Reference	Math					69,000				68,675			50,792	
WA	Norm Reference	Reading					68,739				68,755			51,182	
WA	Norm Reference	Science					68,501				68,416			50,662	
WA	Norm Reference	Social Studies					68,289				68,353			51,445	
WI	WRCT at Grade 3	Reading				57,290									
WI	WSAS Knowledge & Concepts	Language Arts					50,155				59,407		58,064		
WI	WSAS Knowledge & Concepts	Math					50,157				61,179		60,948		
WI	WSAS Knowledge & Concepts	Reading					50,182				61,237		61,273		
WI	WSAS Knowledge & Concepts	Science					50,240				61,010		61,112		
WI	WSAS Knowledge & Concepts	Social Studies					50,163				60,907		60,567		
WV	Norm-Referenced Testing	Language Arts				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Math				24,000			25,000						
WV	Norm-Referenced Testing	Reading				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Science				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Social Studies				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Spelling				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Study Skills				24,000			25,000			23,000		22,000	
WV	WV-STEP	Math		25,000	25,000	24,000	24,000	26,000	24,000	25,000	25,000				
WV	WV-STEP	Reading		25,000	25,000	24,000	24,000	26,000	24,000	25,000	25,000				
WV	WV-STEP	Writing		25,000	25,000	24,000	24,000	26,000	24,000	25,000	25,000		23,000		
WV	Writing Assessment	Writing									24,000		23,000		
WY	Wyoming Assessment Program	Vocational										841	1,386	1,386	1,386

173

174

Part 3.03 Were students allowed to retake any assessments in this component?

ST	Program Component	Retakes?
AK	Norm-Referenced Testing	No
AL	Basic Competency Test, Grade 9	No
AL	Differential Aptitude Tests/Career Interest Inventory	No
AL	Exit Exam	Yes
AL	Math End-of Course Test	No
AL	Stanford Achievement Test	No
AL	Writing Assessment	No
AR	Criterion Referenced Test	No
AR	Stanford Achievement Test, Eighth Edition	No
AZ	Norm-Referenced Testing	No
CA	Career-Technical Assessment Program (C-TAP)	
CA	Golden State Exams	
CT	CT Academic Performance Test (CAPT)	Yes
CT	CT Mastery Test (CMT)	No
DE	Writing Assessment	No
FL	FL Writing Assessment Program	No
FL	Grade Ten Assessment Test (GTAT)	No
FL	High School Competency Test (HSCT)	Yes
GA	Curriculum-Based Assessments (CBA)	No
GA	GA High School Graduation Tests (GHSGT)	Yes
GA	GA Kindergarten Assessment Program (GKAP)	Yes
GA	Norm-Referenced Testing	No
GA	Writing Assessment	No
HI	Credit by Examination (CbyE)	Yes
HI	Stanford Achievement Test 8th Edition	No
HI	Test of Essential Competencies (HSTEC)	Yes
ID	Direct Mathematics Assessment	No
ID	Direct Writing Assessment	No
ID	Standardized Testing ITBS & TAP	No
IL	IL Goal Assessment Program (IGAP)	No
IN	Statewide Assessment	No
KS	KS Assessment Program	No
KY	Open Response Questions	No
KY	Portfolio Assessment	No
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No
LA	Kindergarten Develop. Readiness Screen. Prog.	No
LA	LA Graduation Exit Examination	Yes
LA	Norm-Referenced Testing	No

Part 3.03 Were students allowed to retake any assessments in this component?

ST	Program Component	Retakes?
MA	Massachusetts Educational Assessment Program	No
MD	MD Functional Testing Program	Yes
MD	MD School Perf. Assessment Program (MSPAP)	No
ME	State Tests	No
MI	Employability Skills Portfolio	No
MI	MI Educational Assessment Program (MEAP)	Yes
MO	MO Mastery and Achievement Test (MMAT)	No
MO	Writing Assessment	No
MS	Functional Literacy Examination (FLE)	Yes
MS	Norm-Referenced Testing	No
MS	Subject Area Testing Program (SATP)	No
MT	Student Assessment Requirement	No
NC	Competency Testing	Yes
NC	NC Testing Program	No
NC	Norm-Referenced Testing	No
ND	Norm-referenced Testing	No
NH	NH Ed. Improvement and Assessment Program	No
NJ	Grade 11 High School Proficiency Test	Yes
NJ	Grade 8 Early Warning Test	No
NM	New Mexico Achievement Assessment	No
NM	New Mexico High School Competency Exam	Yes
NM	Portfolio Writing Assessment	
NM	Reading Assessment for Grades 1 and 2	
NV	High School Proficiency Examination Program	Yes
NV	Norm-Referenced Testing	No
NV	Writing Proficiency Examination-Grade 8	No
NY	Occupational Education Proficiency Examinations	Yes
NY	Preliminary Competency Tests	No
NY	Program Evaluation Tests	No
NY	Pupil Evaluation Program Tests	Yes
NY	Regents Competency Tests	Yes
NY	Regents Examination Programs	Yes
NY	Second Language Proficiency Examinations	Yes
OH	Fourth-Grade Proficiency Testing	No
OH	Ninth-Grade Proficiency Testing	Yes
OH	Sixth-Grade Proficiency Testing	No
OH	Twelfth-Grade Proficiency Testing	No
OK	Criterion-Referenced Test (OK Core Curriculum Tests)	Yes
OK	Norm-referenced test (NRT)-Iowa Test of Basic Skills	No

Part 3.03 Were students allowed to retake any assessments in this component?

ST	Program Component	Retakes?
OR	Reading and Mathematics Assessment	No
OR	Writing Assessment	No
PA	Reading and Mathematics Assessment	No
PA	Writing Assessment	No
RI	Health Performance Assessment	No
RI	Mathematics Performance Assessment	No
RI	Norm-Referenced-MAT, 7	No
RI	Writing Performance Assessment	No
SC	Basic Skills Assessment Program	No
SC	Norm-Referenced Testing	No
SD	Norm-referenced	No
TN	TCAP Achievement Test-CRT	No
TN	TCAP Achievement Test-NRT	No
TN	TCAP Competency Test	Yes
TN	TCAP Writing Assessment	No
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-C	Yes
UT	Core Assessment CRT Program	No
UT	Core Curriculum Testing (Perf. Assessment)	
UT	Norm-Referenced Testing	
VA	Literacy Passport Test (LPT)	Yes
VA	Virginia Student Assessment Program (VSAP-NRT)	No
VT	New Standards Math	No
VT	Portfolio Assessment	Yes
WA	Norm Reference	No
WI	WRCT at Grade 3	No
WI	WSAS Knowledge & Concepts	No
WV	Norm-Referenced Testing	No
WV	WV-STEP	No
WV	Writing Assessment	No
WY	Wyoming Assessment Program	No
	Totals by Component	Yes=26 No=75
	Totals by State	Yes=20 No=44

Part 3.04 Statewide, what percentage of students assessed in this component were classified as students with an IEP or LEP?

		IEP Students			LEP Students		
ST	Program Component	Elem School	High School	Total (K-12)	Elem School	High School	Total (K-12)
AK	Norm-Referenced Testing						
AL	Basic Competency Test, Grade 9						
AL	Differential Aptitude Tests/Car						
AL	Exit Exam						
AL	Math End-of Course Test						
AL	Stanford Achievement Test						
AL	Writing Assessment						
AR	Criterion Referenced Test						
AR	Stanford Achievement Test, Eigh						
AZ	Norm-Referenced Testing						
CA	Career-Technical Assessment Pro						
CA	Golden State Exams						
CT	CT Academic Performance Test (C						
CT	CT Mastery Test (CMT)						
DE	Writing Assessment	15.00	9.00	12.00	1.00	0.80	0.90
FL	FL Writing Assessment Program	5.30	4.80				
FL	Grade Ten Assessment Test (GTAT		4.40				
FL	High School Competency Test (HS		5.80				
GA	Curriculum-Based Assessments (C						
GA	GA High School Graduation Tests						
GA	GA Kindergarten Assessment Prog	0.00			0.00		
GA	Norm-Referenced Testing						
GA	Writing Assessment						
HI	Credit by Examination (CbyE)						
HI	Stanford Achievement Test 8th E	13.00	10.00				
HI	Test of Essential Competencies		10.00				
ID	Direct Mathematics Assessment						
ID	Direct Writing Assessment						
ID	Standardized Testing ITBS & TAP						
IL	IL Goal Assessment Program (IGA						
IN	Statewide Assessment	50.00	50.00	50.00			
KS	KS Assessment Program	5.00	5.00	7.00	1.70	1.00	1.30
KY	Open Response Questions						
KY	Portfolio Assessment						
LA	Grade 3, 5, and 7 Criterion-Ref	7.00			1.00		
LA	Kindergarten Develop. Readiness						
LA	LA Graduation Exit Examination			1.00		3.00	
LA	Norm-Referenced Testing						

BEST COPY AVAILABLE

Part 3.04 Statewide, what percentage of students assessed in this component were classified as students with an IEP or LEP?

		IEP Students			LEP Students		
ST	Program Component	Elem School	High School	Total (K-12)	Elem School	High School	Total (K-12)
MA	Massachusetts Educational Asses	7.80	6.80	7.50	2.10	2.30	2.20
MD	MD Functional Testing Program						
MD	MD School Perf. Assessment Prog						
ME	State Tests						
MI	Employability Skills Portfolio						
MI	MI Educational Assessment Progr						
MO	MO Mastery and Achievement Test						
MO	Writing Assessment						
MS	Functional Literacy Examination						
MS	Norm-Referenced Testing						
MS	Subject Area Testing Program (S						
MT	Student Assessment Requirement						
NC	Competency Testing						
NC	NC Testing Program	11.20	0.40	11.60	0.50	0.20	0.70
NC	Norm-Referenced Testing						
ND	Norm-referenced Testing	7.50	3.56	6.60	1.60	0.66	1.40
NH	NH Ed. Improvement and Assessme	12.00	9.00		1.00	1.00	
NJ	Grade 11 High School Proficienc						
NJ	Grade 8 Early Warning Test						
NM	New Mexico Achievement Assessme						
NM	New Mexico High School Competen						
NM	Portfolio Writing Assessment						
NM	Reading Assessment for Grades 1						
NV	High School Proficiency Examina						
NV	Norm-Referenced Testing						
NV	Writing Proficiency Examination						
NY	Occupational Education Proficie						
NY	Preliminary Competency Tests	10.00	10.00	10.00			
NY	Program Evaluation Tests	10.00		10.00			
NY	Pupil Evaluation Program Tests	10.00		10.00			
NY	Regents Competency Tests		10.00				
NY	Regents Examination Programs						
NY	Second Language Proficiency Exa						
OH	Fourth-Grade Proficiency Testin						
OH	Ninth-Grade Proficiency Testing						
OH	Sixth-Grade Proficiency Testing						
OH	Twelfth-Grade Proficiency Testi						
OK	Criterion-Referenced Test (OK C						
OK	Norm-referenced test (NRT)-Iowa						

Part 3.04 Statewide, what percentage of students assessed in this component were classified as students with an IEP or LEP?

		IEP Students			LEP Students		
ST	Program Component	Elem School	High School	Total (K-12)	Elem School	High School	Total (K-12)
OR	Reading and Mathematics Assessm						
OR	Writing Assessment						
PA	Reading and Mathematics Assessm						
PA	Writing Assessment						
RI	Health Performance Assessment	11.40			6.00		
RI	Mathematics Performance Assessm	11.40			6.00		
RI	Norm-Referenced-MAT, 7	11.00	8.00		5.00	2.00	
RI	Writing Performance Assessment						
SC	Basic Skills Assessment Program						
SC	Norm-Referenced Testing						
SD	Norm-referenced						
TN	TCAP Achievement Test-CRT						
TN	TCAP Achievement Test-NRT						
TN	TCAP Competency Test						
TN	TCAP Writing Assessment						
TX	TX Assessment of Academic Skill	5.40	4.80	5.30	3.30		3.30
UT	Core Assessment CRT Program						
UT	Core Curriculum Testing (Perf.						
UT	Norm-Referenced Testing						
VA	Literacy Passport Test (LPT)			9.80			0.40
VA	Virginia Student Assessment Pro						
VT	New Standards Math						
VT	Portfolio Assessment						
WA	Norm Reference				3.00	1.00	2.00
WI	WRCT at Grade 3	4.00					
WI	WSAS Knowledge & Concepts						
WV	Norm-Referenced Testing						
WV	WV-STEP						
WV	Writing Assessment						
WY	Wyoming Assessment Program		9.00			5.00	

Part 3.05 In what school year was this assessment component most recently substantially revised?
How was it revised?

ST	Program Component	Which Year?	How was it revised?
AK	Norm-Referenced Testing	1995-96	Changed NRT from ITBS to CAT/5
AL	Basic Competency Test, Grade 9	1990	higher standards
AL	Differential Aptitude Tests/Career I		
AL	Exit Exam	1990	Higher Standards
AL	Math End-of Course Test		
AL	Stanford Achievement Test	1995	
AL	Writing Assessment	1992-93	Developed and piloted
AR	Criterion Referenced Test		
AR	Stanford Achievement Test, Eighth Ed		
AZ	Norm-Referenced Testing	1995-96	New test (written composition); new items.
CA	Career-Technical Assessment Program	1995-96	New items, new formats.
CA	Golden State Exams		
CT	CT Academic Performance Test (CAPT)	1994	Initial implementation
CT	CT Mastery Test (CMT)	1993	New generation introduced
DE	Writing Assessment	1995-96	prewriting activities were used
FL	FL Writing Assessment Program	1992-93	First school year of census assessment. Writing prompts are revised annually.
FL	Grade Ten Assessment Test (GTAT)	1991-92	implementation of GTAT program served as a transition form earlier minimal skill student-based assessment programs
FL	High School Competency Test (HSCT)	1994-95	assessed student performance at a higher skill in mathematics State-provided calculator for math section assessed student performance at a higher reading level, using intact passages
GA	Curriculum-Based Assessments (CBA)	1995	Cut scores re-set
GA	GA High School Graduation Tests (GHS		
GA	GA Kindergarten Assessment Program (	1993	Redesigned portions of the visual stimulus presentation in an attempt to remove possible cultural bias elements.
GA	Norm-Referenced Testing	1992	The ITBS and TAP tests were re-normed in 1992.
GA	Writing Assessment		
HI	Credit by Examination (CbyE)		
HI	Stanford Achievement Test 8th Editio	1991	New edition adopted
HI	Test of Essential Competencies (HSTE	1993	A new competency was added.

BEST COPY AVAILABLE

Part 3.05 In what school year was this assessment component most recently substantially revised?
How was it revised?

ST	Program Component	Which Year?	How was it revised?
ID	Direct Mathematics Assessment	1994-95	finished revision & implemented for use.
ID	Direct Writing Assessment	91-92	Scoring standard made stronger (grades 8 & 11) established for grade 4
ID	Standardized Testing ITBS & TAP	1992	New format the test first used in grades 3, 5, 6, 7, 9 & 10. This year (95-96)
IL	IL Goal Assessment Program (IGAP)	1995-1996	
IN	Statewide Assessment	1995	Changed content (applied skills) changed grade levels tested. Change time of year.
KS	KS Assessment Program	1995	Mathematics updated, Science underwent second pilot.
KY	Open Response Questions		
KY	Portfolio Assessment		
LA	Grade 3, 5, and 7 Criterion-Referenc		
LA	Kindergarten Develop. Readiness Scre	1989-90	Revised list of Kg Screening Tests
LA	LA Graduation Exit Examination		
LA	Norm-Referenced Testing		
MA	Massachusetts Educational Assessment	1990	open-ended questions were added to multiple-choice format
MD	MD Functional Testing Program		
MD	MD School Perf. Assessment Program (	1995-96	At least half of each test edition is comprised of new items. The rest is comprised of previously used
ME	State Tests	1994-1995	
MI	Employability Skills Portfolio	1994-1995	first systematically by the state
MI	MI Educational Assessment Program (M	1994-1996	All new assessments at grades 5, 8, and 11
MO	MO Mastery and Achievement Test (MMA	1991-92	
MO	Writing Assessment	1991-1992	
MS	Functional Literacy Examination (FLE		
MS	Norm-Referenced Testing	1995-1996	Each year, new performance items are developed.
MS	Subject Area Testing Program (SATP)	1995-1996	New contract, pilot administration.
MT	Student Assessment Requirement		

Part 3.05 In what school year was this assessment component most recently substantially revised?
How was it revised?

ST	Program Component	Which Year?	How was it revised?
NC	Competency Testing	1994-95	New competency test and standards for entering ninth-graders beginning with the 1994-95 school year.
NC	NC Testing Program	1992-93	The assessment instruments for end-of-grade tests in grades 3-8 were totally revised--became in-house developed rather than norm-referenced commerical standardized test.
NC	Norm-Referenced Testing		
ND	Norm-referenced Testing	1989-1990	The start of a statewide assessment program with a single test.
NH	NH Ed. Improvement and Assessment Pr	1995-96	Approximately one-third of the test items are released and replaced normally.
NJ	Grade 11 High School Proficiency Tes	1993-94	First administered for graduation purposes
NJ	Grade 8 Early Warning Test		
NM	New Mexico Achievement Assessment	1991-92	change of instruments from CTBS to ITBS
NM	New Mexico High School Competency Ex	1995-96	Addition of PA items (CR and OE)
NM	Portfolio Writing Assessment	1991-92	from direct writing assessment to Portfolio
NM	Reading Assessment for Grades 1 and	1990-91	Local options implemented
NV	High School Proficiency Examination	1990-91	New Norm-Referenced Tests in Reading and Math--State Developed
NV	Norm-Referenced Testing	1989-90	Adopted CTBS/4
NV	Writing Proficiency Examination-Grad		Annual review and Minor revision -- Topics and Rubric
NY	Occupational Education Proficiency E		new forms each year
NY	Preliminary Competency Tests		new forms each year
NY	Program Evaluation Tests		new items each year
NY	Pupil Evaluation Program Tests		new forms are prepared every year
NY	Regents Competency Tests		new forms every year
NY	Regents Examination Programs		new forms every year
NY	Second Language Proficiency Examinat		new forms each year

Part 3.05 In what school year was this assessment component most recently substantially revised?
How was it revised?

ST	Program Component	Which Year?	How was it revised?
OH	Fourth-Grade Proficiency Testing	1995-96	Different test questions to measure same outcomes; Science Test added.
OH	Ninth-Grade Proficiency Testing	1995-96	(1) Science was added. Grade 9 students required to take. Not required for diploma until Class of 2001. (2) Each test form contains different questions that measure same objectives. (3) Nonpublic schools required to test.
OH	Sixth-Grade Proficiency Testing	1995-96	
OH	Twelfth-Grade Proficiency Testing	1995-96	Different test questions to measure same outcomes; science test added.
OK	Criterion-Referenced Test (OK Core C	1995-96	Added reading & writing components at grades 5 & 11.
OK	Norm-referenced test (NRT)-Iowa Test	1994-95	New form (K) based on 1994 national norms
OR	Reading and Mathematics Assessment		
OR	Writing Assessment		
PA	Reading and Mathematics Assessment		Both components rotate new items in to replace those in use. Neither component has ever been substantially revised.
PA	Writing Assessment		Both components rotate new items in to replace those in use. Neither component has ever been substantially revised.
RI	Health Performance Assessment	95-96	1st yr. implementation
RI	Mathematics Performance Assessment	95-96	1st year of implementation
RI	Norm-Referenced-MAT, 7	1992-1993	New Edition of MAT.7
RI	Writing Performance Assessment	1992-93	Went to grades 4 & 8 (from 3 + 6)
SC	Basic Skills Assessment Program	1980-81	New assessment backs them
SC	Norm-Referenced Testing	1994-95	New test selected using draft standards.
SD	Norm-referenced	1993	A new test was offered to schools interested
TN	TCAP Achievement Test-CRT		
TN	TCAP Achievement Test-NRT		
TN	TCAP Competency Test	94/95	Objectives were upgraded.
TN	TCAP Writing Assessment	95/96	Rubric was streamlined; Fourth grade was issued a narrative prompt.

Part 3.05 In what school year was this assessment component most recently substantially revised?
How was it revised?

ST	Program Component	Which Year?	How was it revised?
TX	TX Assessment of Academic Skills (TA	1994	Other grades added; end-of-course test development modified
UT	Core Assessment CRT Program		
UT	Core Curriculum Testing (Perf. Asses	Fall '94	Added Reading and Visual Arts
UT	Norm-Referenced Testing		
VA	Literacy Passport Test (LPT)	1988-89	
VA	Virginia Student Assessment Program		
VT	New Standards Math		
VT	Portfolio Assessment		
WA	Norm Reference	1991-92	New test instruments selected; Grade change from 10th to 11th.
WI	WRCT at Grade 3		New passages/items are written each year; Revised pilot items for reporting on IASA Title I proficiency categories: Advanced, Proficient, Partially P., Minimal.
WI	WSAS Knowledge & Concepts		New passages/items are selected each year.
WV	Norm-Referenced Testing		
WV	WV-STEP		
WV	Writing Assessment		
WY	Wyoming Assessment Program	1993	added applied science

Part 3.06 When were assessments in this component administered to students?

		1995				1996							
ST	Program Component	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
AK	Norm-Referenced Testing		Y						Y				
AL	Basic Competency Test, Grade 9		Y										
AL	Differential Aptitude Tests/Career Interest Invento		Y	Y									
AL	Exit Exam		Y					Y					
AL	Math End-of Course Test				Y					Y			
AL	Stanford Achievement Test								Y				
AL	Writing Assessment								Y				
AR	Criterion Referenced Test			Y					Y				
AR	Stanford Achievement Test, Eighth Edition		Y										
AZ	Norm-Referenced Testing		Y										
CA	Career-Technical Assessment Program (C-TAP)									Y			
CA	Golden State Exams					Y				Y			
CT	CT Academic Performance Test (CAPT)									Y			
CT	CT Mastery Test (CMT)		Y										
DE	Writing Assessment									Y			
FL	FL Writing Assessment Program					Y	Y						
FL	Grade Ten Assessment Test (GTAT)								Y				
FL	High School Competency Test (HSCT)		Y			Y		Y				Y	
GA	Curriculum-Based Assessments (CBA)												
GA	GA High School Graduation Tests (GHSGT)												
GA	GA Kindergarten Assessment Program (GKAP)	Y	Y	Y	Y	Y	Y	Y	Y	Y			
GA	Norm-Referenced Testing							Y	Y				
GA	Writing Assessment		Y			Y		Y					Y
HI	Credit by Examination (CbyE)												
HI	Stanford Achievement Test 8th Edition								Y	Y			
HI	Test of Essential Competencies (HSTEC)	Y					Y		Y				

BEST COPY AVAILABLE

Part 3.06 When were assessments in this component administered to students?

		1995				1996							
ST	Program Component	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
ID	Direct Mathematics Assessment					Y							
ID	Direct Writing Assessment						Y						
ID	Standardized Testing ITBS & TAP		Y										
IL	IL Goal Assessment Program (IGAP)												
IN	Statewide Assessment							Y					
KS	KS Assessment Program			Y	Y	Y	Y	Y					
KY	Open Response Questions						Y	Y	Y				
KY	Portfolio Assessment								Y				
LA	Grade 3, 5, and 7 Criterion-Referenced Test								Y				
LA	Kindergarten Develop. Readiness Screen. Prog.	Y											
LA	LA Graduation Exit Examination								Y				
LA	Norm-Referenced Testing								Y				
MA	Massachusetts Educational Assessment Program							Y	Y				
MD	MD Functional Testing Program	Y	Y	Y		Y	Y		Y				
MD	MD School Perf. Assessment Program (MSPAP)									Y			
ME	State Tests			Y		Y			Y				
MI	Employability Skills Portfolio						Y						
MI	MI Educational Assessment Program (MEAP)	Y	Y					Y					
MO	MO Mastery and Achievement Test (MMAT)							Y	Y	Y			
MO	Writing Assessment	Y	Y										
MS	Functional Literacy Examination (FLE)	Y			Y			Y					
MS	Norm-Referenced Testing		Y										
MS	Subject Area Testing Program (SATP)				Y				Y				
MT	Student Assessment Requirement								Y				

Part 3.06 When were assessments in this component administered to students?

		1995				1996							
ST	Program Component	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
NC	Competency Testing												
NC	NC Testing Program				Y	Y	Y	Y		Y		Y	
NC	Norm-Referenced Testing								Y				
ND	Norm-referenced Testing							Y	Y				
NH	NH Ed. Improvement and Assessment Program									Y			
NJ	Grade 11 High School Proficiency Test		Y						Y				
NJ	Grade 8 Early Warning Test							Y					
NM	New Mexico Achievement Assessment							Y					
NM	New Mexico High School Competency Exam			Y		Y	Y						
NM	Portfolio Writing Assessment	Y	Y	Y	Y	Y	Y	Y					
NM	Reading Assessment for Grades 1 and 2							Y	Y	Y			
NV	High School Proficiency Examination Program		Y				Y		Y		Y		
NV	Norm-Referenced Testing		Y										
NV	Writing Proficiency Examination-Grade 8		Y										
NY	Occupational Education Proficiency Examinations					Y					Y		
NY	Preliminary Competency Tests												
NY	Program Evaluation Tests									Y			
NY	Pupil Evaluation Program Tests									Y			
NY	Regents Competency Tests					Y					Y		Y
NY	Regents Examination Programs					Y					Y		Y
NY	Second Language Proficiency Examinations										Y		
OH	Fourth-Grade Proficiency Testing							Y					
OH	Ninth-Grade Proficiency Testing		Y					Y		Y			Y
OH	Sixth-Grade Proficiency Testing							Y					
OH	Twelfth-Grade Proficiency Testing						Y						
OK	Criterion-Referenced Test (OK Core Curriculum Tests						Y	Y	Y				
OK	Norm-referenced test (NRT)-Iowa Test of Basic Skill							Y	Y				

Part 3.06 When were assessments in this component administered to students?

		1995				1996							
ST	Program Component	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
OR	Reading and Mathematics Assessment								Y				
OR	Writing Assessment						Y						
PA	Reading and Mathematics Assessment						Y						
PA	Writing Assessment						Y						
RI	Health Performance Assessment								Y	Y			
RI	Mathematics Performance Assessment								Y	Y			
RI	Norm-Referenced-MAT, 7							Y	Y				
RI	Writing Performance Assessment							Y					
SC	Basic Skills Assessment Program								Y				
SC	Norm-Referenced Testing							Y	Y	Y			
SD	Norm-referenced							Y	Y				
TN	TCAP Achievement Test-CRT								Y				
TN	TCAP Achievement Test-NRT								Y				
TN	TCAP Competency Test		Y				Y				Y	Y	
TN	TCAP Writing Assessment						Y						
TX	TX Assessment of Academic Skills (TAAS) & TX End-of		Y					Y	Y	Y		Y	
UT	Core Assessment CRT Program									Y	Y		
UT	Core Curriculum Testing (Perf. Assessment)												
UT	Norm-Referenced Testing	Y	Y										
VA	Literacy Passport Test (LPT)		Y				Y					Y	
VA	Virginia Student Assessment Program (VSAP-NRT)							Y	Y				
VT	New Standards Math									Y			
VT	Portfolio Assessment	Y	Y	Y	Y	Y	Y	Y	Y	Y			
WA	Norm Reference		Y	Y									
WI	WRCT at Grade 3							Y					
WI	WSAS Knowledge & Concepts		Y										

Part 3.06 When were assessments in this component administered to students?

		1995				1996							
ST	Program Component	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
WV	Norm-Referenced Testing		Y						Y				
WV	WV-STEP							Y					
WV	Writing Assessment							Y					
WY	Wyoming Assessment Program								Y				
	Totals by Component	10	29	10	8	16	21	33	41	22	7	5	4
	Totals by State	10	24	9	7	11	18	24	30	18	4	5	3

Part 3.07 Are there changes you foresee in the next year (September 1996 to August 1997) in this component?

ST	Program Component	Who	What
AL	Basic Competency Test, Grade 9	State Board	Developing new exit exam with new checkpoint
AL	Differential Aptitude Tests/Career Interest Inventory	State Board	The administration of this test becomes optional for 1996/97 school year; test will not be a state test 97/98 and beyond.
AL	Exit Exam	State Board	Resolution to develop graduate exit exam with much higher standards on newly implemented course requirements 4 x 4
AL	Math End-of-Course Test	State Board	With implementation of graduation exam, phase out end-of-course Algebra in 1996-97 and Geometry in 1997-98
AL	Stanford Achievement Test	State Board	Adding reading voc 3-11 and science and social science 9-11
AL	Writing Assessment	Other	Piloting of new prompts for Grade 5 Spring 1997
CA	Career-Technical Assessment Program (C-TAP)	Other	CDE: New development of on-demand assessments.
CA	Golden State Exams	Legislature	Legislation establishes honors diploma based on GSEs. New exams have to be available to everyone.
CA	Golden State Exams	Other	CDE: New test – Government/Circles
FL	FL Writing Assessment Program	State Board	This program will be aligned to FCAT in future years.
FL	Grade Ten Assessment Test (GTAT)	State Board	The April 1996 testing was the final administration of the GTAT.
FL	High School Competency Test (HSCT)	State Board	This program will be aligned to FCAT in future years.
GA	Curriculum-Based Assessments (CBA)	State Board	Program will change from matrix sampling to all students plus full battery to be administered.
GA	Norm-Referenced Testing	State Board	Beginning in 1997, the full battery of ITBS will be administered. Beginning in the 1996-97 school year, the TAP will no longer be administered to 11th graders in Georgia.
HI	Stanford Achievement Test 8th Edition	Other	Superintendent--Adopt new series of NRT
IL	IL Goal Assessment Program (IGAP)	Legislature	Change subject areas and grades assessed. Addition of graduation endorsement a 12 grade level.
KS	KS Assessment Program	State Board	Science in baseline year. Social Studies in second pilot.

Part 3.07 Are there changes you foresee in the next year (September 1996 to August 1997) in this component?

ST	Program Component	Who	What
KY	Open Response Questions	Legislature	Reading and science moved from grade 8 to grade 7; math and social studies moved from grade 4 to grade 5.
KY	Open Response Questions	State Board	Remove performance events beginning 1996-97
KY	Portfolio Assessment	Legislature	Writing portfolios will move from grade 8 to grade 7. Students will be given more flexibility in types of writing. Math Portfolios were not scored for accountability purposes from 1996 to 1998.
KY	Portfolio Assessment	State Board	Remove perfor
LA	Norm-Referenced Testing	Legislature	Add grades 6, 9, 10 and 11 to 1997 administration
MA	Massachusetts Educational Assessment Program	Legislature	1996 is expected to have been the last year of the MEAP. Legislation passed in 1993 calls for a new assessment program.
MO	MO Mastery and Achievement Test (MMAT)	Other	DESE & districts Fewer students will be tested in some subject areas due to option of substituting performance-based assessments
MS	Subject Area Testing Program (SATP)	Legislature	These assessments were directed by the state legislature.
MS	Subject Area Testing Program (SATP)	Other	Algebra I and U.S. History will be "live" administrations and a Biology I test will be piloted.
MT	Student Assessment Requirement	Legislature	The legislature meets every two years--this January they meet again. It is anticipated that they will address issues related to reporting assessment results.
MT	Student Assessment Requirement	State Board	The State Board of Education and the OPI will review the alignment of tests and standards.
NC	Competency Testing	State Board	LEP students now only derived from taking test up to maximum of two years
NC	NC Testing Program	State Board	Open-ended Assessment will be added at grades 5 & 8. In addition, test scores will be used to determine growth in the new accountability model (school by school).
NH	NH Ed. Improvement and Assessment Program	Other	Results from the second round of third grade assessment test were released in November 1995. Sixth and tenth grade students were assessed for the first time in May 1996.
NJ	Grade 8 Early Warning Test	Other	Pilot administration of 4th grade assessment

Part 3.07 Are there changes you foresee in the next year (September 1996 to August 1997) in this component?

ST	Program Component	Who	What
NV	High School Proficiency Examination Program	Other	1997-98-In Place 1996-97-Pilot Testing Proficiency Examination Program Staff New Tests in Reading and Mathematics Criterion-Referenced Greater Difficulty and Higher Standards Expected
NV	Norm-Referenced Testing	Other	Proficiency Examination Program Staff - Adopted CTBS/TerraNova for 1996-97 academic year
NV	Writing Proficiency Examination-Grade 8	Other	Proficiency examination program staff - extent direct assessment in Writing to grade 4
OH	Ninth-Grade Proficiency Testing	Court Decision	No change. Federal District and Appeals Courts ruled in favor of state's requiring state-accredited nonpublic schools to administer tests. Appealed to Supreme Court.
OH	Ninth-Grade Proficiency Testing	Legislature	Enacted legislation requiring options for schools to administer these tests.
OH	Ninth-Grade Proficiency Testing	State Board	Adopted rules to permit schools, under certain prescribed conditions, to administer these tests outside regular school day.
OK	Criterion-Referenced Test (OK Core Curriculum Tests)	Legislature	Law regarding implementation of the CRT requires the administration of a U.S. History assessment beginning in Spring 1997.
PA	Reading and Mathematics Assessment	Other	For both components we will determine the match between the present assessments and the recently developed content standards. Some revisions in the assessments may be necessary.
PA	Writing Assessment	Other	For both components we will determine the match between the present assessments and the recently developed content standards. Some revisions in the assessments may be necessary.
VA	Virginia Student Assessment Program (VSAP-NRT)	State Board	Adopted a new NRT (Stanford 9 for grades 3, 5, & 8; TASK for grade 11)
VT	New Standards Math	Legislature	Will not administer Math due to budget contraints. Will administer English/Language Arts.
VT	Portfolio Assessment	Other	Staff are revising rubric and benchmarks creating "line" papers in Writing.
WI	WRCT at Grade 3	Other	Begin reporting of proficiency category score distributions based on total enrollment and addition of more constructed response items.
WI	WSAS Knowledge & Concepts	Other	Begin reporting of proficiency category score distributions based on total enrollment and increase numbers of constructed response items.

Part 3.07 Are there changes you foresee in the next year (September 1996 to August 1997) in this component?

ST	Program Component	Who	What
WV	Norm-Referenced Testing	State Board	RFP to adopt new norm-referenced test.
WV	WV-STEP	Legislature	Plan to repeal legislation requiring WV-Step.
WY	Wyoming Assessment Program	Legislature	Legislature will meet in June to address court case.

Part 3.08 Is this component being used your state's transitional or final Title I assessment and evaluation plan?

ST	Program Component	Transitional	Final
AK	Norm-Referenced Testing	Yes	Yes
AL	Basic Competency Test, Grade 9	No	No
AL	Differential Aptitude Tests/Career Interest Inventory	No	No
AL	Exit Exam	No	No
AL	Math End-of Course Test	No	No
AL	Stanford Achievement Test	Yes	Yes
AL	Writing Assessment	No	No
AR	Criterion Referenced Test		Yes
AR	Stanford Achievement Test, Eighth Edition	Yes	Undecided
AZ	Norm-Referenced Testing		
CA	Career-Technical Assessment Program (C-TAP)		
CA	Golden State Exams		
CT	CT Academic Performance Test (CAPT)	Yes	Yes
CT	CT Mastery Test (CMT)	Yes	Yes
DE	Writing Assessment	Yes	No
FL	FL Writing Assessment Program	Yes	Yes
FL	Grade Ten Assessment Test (GTAT)	No	No
FL	High School Competency Test (HSCT)	Yes	Yes
GA	Curriculum-Based Assessments (CBA)	No	No
GA	GA High School Graduation Tests (GHSGT)		
GA	GA Kindergarten Assessment Program (GKAP)	Yes	Undecided
GA	Norm-Referenced Testing	Yes	Undecided
GA	Writing Assessment	No	Undecided
HI	Credit by Examination (CbyE)		
HI	Stanford Achievement Test 8th Edition	Yes	Undecided
HI	Test of Essential Competencies (HSTEC)	No	No
ID	Direct Mathematics Assessment	Yes	Yes
ID	Direct Writing Assessment	Yes	Yes
ID	Standardized Testing ITBS & TAP	Yes	Yes
IL	IL Goal Assessment Program (IGAP)	Undecided	Undecided
IN	Statewide Assessment	Yes	Yes
KS	KS Assessment Program	Yes	Yes
KY	Open Response Questions	Yes	Yes
KY	Portfolio Assessment	Yes	Yes
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes	Yes
LA	Kindergarten Develop. Readiness Screen. Prog.	No	No
LA	LA Graduation Exit Examination	Yes	Yes
LA	Norm-Referenced Testing	No	Undecided
MA	Massachusetts Educational Assessment Program	Yes	No

Part 3.08 Is this component being used your state's transitional or final Title I assessment and evaluation plan?

ST	Program Component	Transitional	Final
MD	MD Functional Testing Program	No	No
MD	MD School Perf. Assessment Program (MSPAP)		Yes
ME	State Tests	Yes	Yes
MI	Employability Skills Portfolio	No	No
MI	MI Educational Assessment Program (MEAP)	Yes	
MO	MO Mastery and Achievement Test (MMAT)	Yes	No
MO	Writing Assessment	No	No
MS	Functional Literacy Examination (FLE)	No	No
MS	Norm-Referenced Testing	Yes	Yes
MS	Subject Area Testing Program (SATP)	No	No
MT	Student Assessment Requirement	Yes	Undecided
NC	Competency Testing	No	No
NC	NC Testing Program	Yes	Yes
NC	Norm-Referenced Testing	No	No
ND	Norm-referenced Testing	Yes	Yes
NH	NH Ed. Improvement and Assessment Program	Yes	Yes
NJ	Grade 11 High School Proficiency Test	Yes	Yes
NJ	Grade 8 Early Warning Test	Yes	Yes
NM	New Mexico Achievement Assessment	Undecided	Undecided
NM	New Mexico High School Competency Exam	No	No
NM	Portfolio Writing Assessment	No	No
NM	Reading Assessment for Grades 1 and 2	Undecided	Undecided
NV	High School Proficiency Examination Program	No	No
NV	Norm-Referenced Testing	Yes	Yes
NV	Writing Proficiency Examination-Grade 8	Undecided	Undecided
NY	Occupational Education Proficiency Examinations	No	No
NY	Preliminary Competency Tests		Yes
NY	Program Evaluation Tests	No	No
NY	Pupil Evaluation Program Tests	Yes	Yes
NY	Regents Competency Tests	No	No
NY	Regents Examination Programs	No	No
NY	Second Language Proficiency Examinations	No	No
OH	Fourth-Grade Proficiency Testing	Yes	Yes
OH	Ninth-Grade Proficiency Testing	Yes	Yes
OH	Sixth-Grade Proficiency Testing	Yes	Yes
OH	Twelfth-Grade Proficiency Testing	Yes	Yes
OK	Criterion-Referenced Test (OK Core Curriculum Tests)	Yes	Yes
OK	Norm-referenced test (NRT)-Iowa Test of Basic Skills	Yes	Yes
OR	Reading and Mathematics Assessment	Yes	Yes
OR	Writing Assessment	No	No

BEST COPY AVAILABLE

Part 3.08 Is this component being used your state's transitional or final Title I assessment and evaluation plan?

ST	Program Component	Transitional	Final
PA	Reading and Mathematics Assessment	Yes	Yes
PA	Writing Assessment	No	Undecided
RI	Health Performance Assessment	Yes	Undecided
RI	Mathematics Performance Assessment	Yes	Undecided
RI	Norm-Referenced-MAT, 7	Yes	Undecided
RI	Writing Performance Assessment	Yes	Undecided
SC	Basic Skills Assessment Program	Yes	Yes
SC	Norm-Referenced Testing	Yes	No
SD	Norm-referenced	Yes	Undecided
TN	TCAP Achievement Test-CRT	Yes	Yes
TN	TCAP Achievement Test-NRT	No	No
TN	TCAP Competency Test	Yes	Yes
TN	TCAP Writing Assessment	No	Undecided
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course	Yes	Yes
UT	Core Assessment CRT Program		Yes
UT	Core Curriculum Testing (Perf. Assessment)		Yes
UT	Norm-Referenced Testing		Yes
VA	Literacy Passport Test (LPT)	Yes	Yes
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes	Yes
VT	New Standards Math	Yes	Yes
VT	Portfolio Assessment	Yes	Yes
WA	Norm Reference	Yes	Undecided
WI	WRCT at Grade 3	Yes	Yes
WI	WSAS Knowledge & Concepts	Yes	Yes
WV	Norm-Referenced Testing	Yes	Yes
WV	WV-STEP	No	No
WV	Writing Assessment	No	No
WY	Wyoming Assessment Program	No	Undecided
	Totals by Component	Yes=59 No=33 Undecided=4	Yes=49 No=32 Undecided=20
	Totals by State	Yes=39 No=18 Undecided=3	Yes=31 No=19 Undecided=14

BEST COPY AVAILABLE

Part 3.09A Which groups of students at the designated grades were assessed in this component?

ST	Program Component	All students statewide	A sample of students	Component is voluntary
AK	Norm-Referenced Testing	Y		
AL	Basic Competency Test, Grade 9	Y		
AL	Differential Aptitude Tests/Career Interest Inv	Y		
AL	Exit Exam	Y		
AL	Math End-of Course Test	Y		
AL	Stanford Achievement Test	Y		
AL	Writing Assessment	Y		
AR	Criterion Referenced Test	Y		
AR	Stanford Achievement Test, Eighth Edition	Y		
AZ	Norm-Referenced Testing	Y		
CA	Career-Technical Assessment Program (C-TAP)			Y
CA	Golden State Exams			Y
CT	CT Academic Performance Test (CAPT)	Y		
CT	CT Mastery Test (CMT)	Y		
DE	Writing Assessment	Y		
FL	FL Writing Assessment Program	Y		
FL	Grade Ten Assessment Test (GTAT)	Y		
FL	High School Competency Test (HSCT)	Y		
GA	Curriculum-Based Assessments (CBA)	Y		
GA	GA High School Graduation Tests (GHSGT)	Y		
GA	GA Kindergarten Assessment Program (GKAP)	Y		
GA	Norm-Referenced Testing	Y		
GA	Writing Assessment	Y		
HI	Credit by Examination (CbyE)			Y
HI	Stanford Achievement Test 8th Edition	Y		
HI	Test of Essential Competencies (HSTEC)	Y		
ID	Direct Mathematics Assessment	Y		
ID	Direct Writing Assessment	Y		
ID	Standardized Testing ITBS & TAP	Y		
IL	IL Goal Assessment Program (IGAP)	Y		
IN	Statewide Assessment	Y		
KS	KS Assessment Program	Y		
KY	Open Response Questions	Y		
KY	Portfolio Assessment	Y		
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Y		
LA	Kindergarten Develop. Readiness Screen. Prog.	Y		
LA	LA Graduation Exit Examination	Y		
LA	Norm-Referenced Testing	Y		
MA	Massachusetts Educational Assessment Program	Y		

Part 3.09A Which groups of students at the designated grades were assessed in this component?

ST	Program Component	All students statewide	A sample of students	Component is voluntary
MD	MD Functional Testing Program	Y		
MD	MD School Perf. Assessment Program (MSPAP)	Y		
ME	State Tests	Y		
MI	Employability Skills Portfolio		Y	Y
MI	MI Educational Assessment Program (MEAP)	Y		
MO	MO Mastery and Achievement Test (MMAT)		Y	
MO	Writing Assessment		Y	
MS	Functional Literacy Examination (FLE)	Y		
MS	Norm-Referenced Testing	Y		
MS	Subject Area Testing Program (SATP)	Y		
MT	Student Assessment Requirement	Y		
NC	Competency Testing	Y		
NC	NC Testing Program	Y		
NC	Norm-Referenced Testing		Y	
ND	Norm-referenced Testing	Y		
NH	NH Ed. Improvement and Assessment Program	Y		
NJ	Grade 11 High School Proficiency Test	Y		
NJ	Grade 8 Early Warning Test	Y		
NM	New Mexico Achievement Assessment	Y		
NM	New Mexico High School Competency Exam	Y		
NM	Portfolio Writing Assessment	Y		
NM	Reading Assessment for Grades 1 and 2	Y		
NV	High School Proficiency Examination Program	Y		
NV	Norm-Referenced Testing	Y		
NV	Writing Proficiency Examination-Grade 8	Y		
NY	Occupational Education Proficiency Examinations	Y		Y
NY	Preliminary Competency Tests	Y		
NY	Program Evaluation Tests	Y		
NY	Pupil Evaluation Program Tests	Y		
NY	Regents Competency Tests	Y		
NY	Regents Examination Programs	Y		
NY	Second Language Proficiency Examinations	Y		
OH	Fourth-Grade Proficiency Testing	Y		
OH	Ninth-Grade Proficiency Testing	Y		
OH	Sixth-Grade Proficiency Testing	Y		
OH	Twelfth-Grade Proficiency Testing	Y		
OK	Criterion-Referenced Test (OK Core Curriculum T	Y		
OK	Norm-referenced test (NRT)-Iowa Test of Basic S	Y		

Part 3.09A Which groups of students at the designated grades were assessed in this component?

ST	Program Component	All students statewide	A sample of students	Component is voluntary
OR	Reading and Mathematics Assessment	Y		
OR	Writing Assessment	Y		
PA	Reading and Mathematics Assessment	Y		
PA	Writing Assessment		Y	Y
RI	Health Performance Assessment	Y		
RI	Mathematics Performance Assessment	Y		
RI	Norm-Referenced-MAT, 7	Y		
RI	Writing Performance Assessment	Y		
SC	Basic Skills Assessment Program	Y		
SC	Norm-Referenced Testing	Y		
SD	Norm-referenced	Y		
TN	TCAP Achievement Test-CRT	Y		
TN	TCAP Achievement Test-NRT	Y		
TN	TCAP Competency Test	Y		
TN	TCAP Writing Assessment	Y		
TX	TX Assessment of Academic Skills (TAAS) & TX En	Y		
UT	Core Assessment CRT Program			Y
UT	Core Curriculum Testing (Perf. Assessment)			Y
UT	Norm-Referenced Testing	Y		
VA	Literacy Passport Test (LPT)	Y		
VA	Virginia Student Assessment Program (VSAP-NRT)	Y		
VT	New Standards Math	Y		Y
VT	Portfolio Assessment	Y	Y	Y
WA	Norm Reference	Y		
WI	WRCT at Grade 3	Y		
WI	WSAS Knowledge & Concepts	Y		
WV	Norm-Referenced Testing	Y		
WV	WV-STEP	Y		
WV	Writing Assessment	Y		
WY	Wyoming Assessment Program		Y	
	Totals by Component	96	7	10
	Totals by State	43	6	7

Part 3.09B If a sample of students at the designated grades were assessed in this component, at what level(s)?

ST	Program Component	District	School	Classroom	Student
MI	Employability Skills Portfolio		Y		
MO	MO Mastery and Achievement Test (MMAT)	Y			
MO	Writing Assessment	Y		Y	
NC	Norm-Referenced Testing		Y		Y
PA	Writing Assessment	Y			
VT	Portfolio Assessment	Y			
WY	Wyoming Assessment Program				
	Totals by Component	4	2	1	1
	Totals by State	3	2	1	1

Part 3.09C If this component is voluntary at the designated grades assessed in this component, for whom?

ST	Program Component	District	School	Student
CA	Career-Technical Assessment Program (C-TAP)			
CA	Golden State Exams			
HI	Credit by Examination (CbyE)			Y
MI	Employability Skills Portfolio	Y	Y	Y
NY	Occupational Education Proficiency Examinations			
PA	Writing Assessment	Y		
UT	Core Assessment CRT Program	Y		
UT	Core Curriculum Testing (Perf. Assessment)		Y	
VT	New Standards Math	Y	Y	Y
VT	Portfolio Assessment	Y	Y	
	Totals by Component	5	4	3
	Totals by State	4	3	3

Part 3.10 Which type of test(s) or assessment(s) was this component?

ST	Program Component	Norm-referenced	Criterion-referenced	Writing Assessment	Performance Assessment	Portfolios
AK	Norm-Referenced Testing	Y				
AL	Basic Competency Test, Grade 9		Y			
AL	Differential Aptitude Tests/Career Interest In	Y				
AL	Exit Exam		Y			
AL	Math End-of Course Test		Y			
AL	Stanford Achievement Test	Y				
AL	Writing Assessment		Y	Y	Y	
AR	Criterion Referenced Test		Y	Y		
AR	Stanford Achievement Test, Eighth Edition	Y				
AZ	Norm-Referenced Testing	Y				
CA	Career-Technical Assessment Program (C-TAP)			Y	Y	Y
CA	Golden State Exams	Y	Y	Y	Y	Y
CT	CT Academic Performance Test (CAPT)		Y	Y	Y	
CT	CT Mastery Test (CMT)		Y	Y	Y	
DE	Writing Assessment			Y		
FL	FL Writing Assessment Program			Y		
FL	Grade Ten Assessment Test (GTAT)	Y				
FL	High School Competency Test (HSCT)		Y			
GA	Curriculum-Based Assessments (CBA)		Y			
GA	GA High School Graduation Tests (GHSGT)		Y	Y		
GA	GA Kindergarten Assessment Program (GKAP)				Y	
GA	Norm-Referenced Testing	Y				
GA	Writing Assessment			Y		
HI	Credit by Examination (CbyE)		Y		Y	
HI	Stanford Achievement Test 8th Edition	Y				
HI	Test of Essential Competencies (HSTEC)		Y			
ID	Direct Mathematics Assessment				Y	
ID	Direct Writing Assessment			Y		
ID	Standardized Testing ITBS & TAP	Y				

BEST COPY AVAILABLE

Part 3.10 Which type of test(s) or assessment(s) was this component?

ST	Program Component	Norm-referenced	Criterion-referenced	Writing Assessment	Performance Assessment	Portfolios
IL	IL Goal Assessment Program (IGAP)	Y	Y	Y		
IN	Statewide Assessment	Y	Y	Y		
KS	KS Assessment Program		Y	Y	Y	
KY	Open Response Questions				Y	
KY	Portfolio Assessment			Y		
LA	Grade 3, 5, and 7 Criterion-Referenced Test		Y			
LA	Kindergarten Develop. Readiness Screen. Prog.		Y			
LA	LA Graduation Exit Examination		Y	Y		
LA	Norm-Referenced Testing	Y				
MA	Massachusetts Educational Assessment Program		Y		Y	
MD	MD Functional Testing Program		Y	Y		
MD	MD School Perf. Assessment Program (MSPAP)		Y	Y	Y	
ME	State Tests			Y		
MI	Employability Skills Portfolio				Y	Y
MI	MI Educational Assessment Program (MEAP)		Y	Y		
MO	MO Mastery and Achievement Test (MMAT)		Y			
MO	Writing Assessment			Y		
MS	Functional Literacy Examination (FLE)		Y	Y		
MS	Norm-Referenced Testing	Y			Y	
MS	Subject Area Testing Program (SATP)		Y			
MT	Student Assessment Requirement	Y				
NC	Competency Testing	Y	Y			
NC	NC Testing Program	Y	Y	Y		
NC	Norm-Referenced Testing	Y				
ND	Norm-referenced Testing	Y				
NH	NH Ed. Improvement and Assessment Program		Y	Y		

Part 3.10 Which type of test(s) or assessment(s) was this component?

ST	Program Component	Norm-referenced	Criterion-referenced	Writing Assessment	Performance Assessment	Portfolios
NJ	Grade 11 High School Proficiency Test		Y	Y		
NJ	Grade 8 Early Warning Test		Y	Y		
NM	New Mexico Achievement Assessment	Y				
NM	New Mexico High School Competency Exam		Y	Y	Y	
NM	Portfolio Writing Assessment			Y		
NM	Reading Assessment for Grades 1 and 2	Y	Y	Y	Y	Y
NV	High School Proficiency Examination Program	Y		Y		
NV	Norm-Referenced Testing	Y				
NV	Writing Proficiency Examination-Grade 8			Y		
NY	Occupational Education Proficiency Examination		Y			
NY	Preliminary Competency Tests		Y	Y		
NY	Program Evaluation Tests		Y			
NY	Pupil Evaluation Program Tests		Y	Y	Y	
NY	Regents Competency Tests		Y	Y		
NY	Regents Examination Programs		Y			
NY	Second Language Proficiency Examinations		Y	Y	Y	
OH	Fourth-Grade Proficiency Testing		Y	Y	Y	
OH	Ninth-Grade Proficiency Testing		Y	Y		
OH	Sixth-Grade Proficiency Testing		Y	Y	Y	
OH	Twelfth-Grade Proficiency Testing		Y	Y		
OK	Criterion-Referenced Test (OK Core Curriculum		Y	Y		
OK	Norm-referenced test (NRT)-Iowa Test of Basic	Y				
OR	Reading and Mathematics Assessment		Y		Y	
OR	Writing Assessment			Y		
PA	Reading and Mathematics Assessment	Y			Y	
PA	Writing Assessment	Y	Y	Y	Y	
RI	Health Performance Assessment				Y	
RI	Mathematics Performance Assessment				Y	
RI	Norm-Referenced-MAT, 7	Y				
RI	Writing Performance Assessment			Y		

Part 3.10 Which type of test(s) or assessment(s) was this component?

ST	Program Component	Norm-referenced	Criterion-referenced	Writing Assessment	Performance Assessment	Portfolios
SC	Basic Skills Assessment Program		Y	Y		
SC	Norm-Referenced Testing	Y				
SD	Norm-referenced	Y				
TN	TCAP Achievement Test-CRT		Y			
TN	TCAP Achievement Test-NRT	Y				
TN	TCAP Competency Test		Y			
TN	TCAP Writing Assessment		Y	Y	Y	
TX	TX Assessment of Academic Skills (TAAS) & TX E		Y	Y		
UT	Core Assessment CRT Program		Y			
UT	Core Curriculum Testing (Perf. Assessment)			Y	Y	
UT	Norm-Referenced Testing	Y				
VA	Literacy Passport Test (LPT)		Y	Y		
VA	Virginia Student Assessment Program (VSAP-NRT)	Y				
VT	New Standards Math		Y			
VT	Portfolio Assessment		Y		Y	Y
WA	Norm Reference	Y				
WI	WRCT at Grade 3		Y			
WI	WSAS Knowledge & Concepts	Y		Y		
WV	Norm-Referenced Testing	Y				
WV	WV-STEP		Y	Y	Y	
WV	Writing Assessment			Y		
WY	Wyoming Assessment Program				Y	
	Totals by Component	35	58	51	30	5
	Totals by State	29	33	36	23	4

219

Part 3.11 What types of items or exercises were used in this component?

ST	Program Component	MCSA	MCMA	MCSE	FB/C	SA	ER	Obs	ESW	IPT	GPT	PED	CAI
AK	Norm-Referenced Testing	Y											
AL	Basic Competency Test, Grade 9	Y											
AL	Differential Aptitude Tests/Career Interest Inv	Y											
AL	Exit Exam	Y											
AL	Math End-of Course Test	Y			Y	Y	Y						
AL	Stanford Achievement Test	Y											
AL	Writing Assessment						Y						
AR	Criterion Referenced Test	Y				Y	Y						
AR	Stanford Achievement Test, Eighth Edition	Y											
AZ	Norm-Referenced Testing	Y											
CA	Career-Technical Assessment Program (C-TAP)						Y	Y	Y	Y		Y	
CA	Golden State Exams	Y				Y	Y	Y		Y			
CT	CT Academic Performance Test (CAPT)	Y		Y		Y	Y			Y			
CT	CT Mastery Test (CMT)	Y		Y	Y	Y	Y						
DE	Writing Assessment						Y						
FL	FL Writing Assessment Program						Y						
FL	Grade Ten Assessment Test (GTAT)	Y											
FL	High School Competency Test (HSCT)	Y											
GA	Curriculum-Based Assessments (CBA)	Y											
GA	GA High School Graduation Tests (GHSGT)	Y				Y	Y						
GA	GA Kindergarten Assessment Program (GKAP)							Y		Y			
GA	Norm-Referenced Testing	Y											
GA	Writing Assessment						Y			Y			
HI	Credit by Examination (CbyE)												
HI	Stanford Achievement Test 8th Edition	Y											
HI	Test of Essential Competencies (HSTEC)	Y											

MCSA = Multiple-choice, single correct answer
MCMA = Multiple-choice, multiple correct answer
MCSE = Multiple-choice, with student explanation
FB/C = Fill -in-the-blank or cloze
SA = Short answer
ER = Extended response
Obs = Observation
ESW = Examples of student work
IPT = Individual hands-on performance tasks
GPT = Group hands-on performance tasks
PED = Projects, exhibitions, or demonstrations
CAI = Computer adaptive items

Part 3.11 What types of items or exercises were used in this component?

ST	Program Component	MCSA	MCMA	MCSE	FB/C	SA	ER	Obs	ESW	IPT	GPT	PED	CAI
ID	Direct Mathematics Assessment					Y	Y		Y				
ID	Direct Writing Assessment						Y						
ID	Standardized Testing ITBS & TAP	Y											
IL	IL Goal Assessment Program (IGAP)	Y	Y				Y						
IN	Statewide Assessment	Y				Y	Y						
KS	KS Assessment Program	Y	Y			Y	Y		Y			Y	
KY	Open Response Questions						Y						
KY	Portfolio Assessment								Y				
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Y											
LA	Kindergarten Develop. Readiness Screen. Prog.					Y		Y		Y			
LA	LA Graduation Exit Examination	Y					Y						
LA	Norm-Referenced Testing	Y											
MA	Massachusetts Educational Assessment Program	Y				Y	Y						
MD	MD Functional Testing Program	Y					Y						
MD	MD School Perf. Assessment Program (MSPAP)					Y	Y			Y	Y		
ME	State Tests						Y						
MI	Employability Skills Portfolio								Y				
MI	MI Educational Assessment Program (MEAP)	Y				Y	Y				Y		
MO	MO Mastery and Achievement Test (MMAT)	Y											
MO	Writing Assessment						Y						
MS	Functional Literacy Examination (FLE)	Y					Y		Y				
MS	Norm-Referenced Testing	Y					Y						
MS	Subject Area Testing Program (SATP)	Y			Y	Y	Y						
MT	Student Assessment Requirement	Y											

MCSA = Multiple-choice, single correct answer
MCMA = Multiple-choice, multiple correct answer
MCSE = Multiple-choice, with student explanation
FB/C = Fill -in-the-blank or cloze

SA = Short answer
ER = Extended response
Obs = Observation
ESW = Examples of student work

IPT = Individual hands-on performance tasks
GPT = Group hands-on performance tasks
PED = Projects, exhibitions, or demonstrations
CAI = Computer adaptive items

Part 3.11 What types of items or exercises were used in this component?

ST	Program Component	MCSA	MCMA	MCSE	FB/C	SA	ER	Obs	ESW	IPT	GPT	PED	CAI
NC	Competency Testing	Y											
NC	NC Testing Program	Y					Y						
NC	Norm-Referenced Testing	Y				Y	Y						
ND	Norm-referenced Testing	Y											
NH	NH Ed. Improvement and Assessment Program	Y				Y	Y						
NJ	Grade 11 High School Proficiency Test	Y				Y	Y						
NJ	Grade 8 Early Warning Test	Y				Y	Y						
NM	New Mexico Achievement Assessment	Y											
NM	New Mexico High School Competency Exam	Y		Y		Y	Y						
NM	Portfolio Writing Assessment						Y						
NM	Reading Assessment for Grades 1 and 2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
NV	High School Proficiency Examination Program	Y					Y						
NV	Norm-Referenced Testing	Y											
NV	Writing Proficiency Examination-Grade 8						Y						
NY	Occupational Education Proficiency Examinations	Y											
NY	Preliminary Competency Tests				Y		Y						
NY	Program Evaluation Tests	Y					Y			Y			
NY	Pupil Evaluation Program Tests	Y		Y	Y		Y						
NY	Regents Competency Tests	Y			Y		Y						
NY	Regents Examination Programs	Y				Y	Y						
NY	Second Language Proficiency Examinations	Y					Y						
OH	Fourth-Grade Proficiency Testing	Y				Y	Y						
OH	Ninth-Grade Proficiency Testing	Y					Y						
OH	Sixth-Grade Proficiency Testing	Y				Y	Y						
OH	Twelfth-Grade Proficiency Testing	Y											
OK	Criterion-Referenced Test (OK Core Curriculum T	Y					Y						
OK	Norm-referenced test (NRT)-Iowa Test of Basic S	Y											

MCSA = Multiple-choice, single correct answer
MCMA = Multiple-choice, multiple correct answer
MCSE = Multiple-choice, with student explanation
FB/C = Fill -in-the-blank or cloze
SA = Short answer
ER = Extended response
Obs = Observation
ESW = Examples of student work
IPT = Individual hands-on performance tasks
GPT = Group hands-on performance tasks
PED = Projects, exhibitions, or demonstrations
CAI = Computer adaptive items

Part 3.11 What types of items or exercises were used in this component?

ST	Program Component	MCSA	MCMA	MCSE	FB/C	SA	ER	Obs	ESW	IPT	GPT	PED	CAI
OR	Reading and Mathematics Assessment	Y											
OR	Writing Assessment						Y						
PA	Reading and Mathematics Assessment	Y	Y				Y						
PA	Writing Assessment						Y						
RI	Health Performance Assessment						Y						
RI	Mathematics Performance Assessment						Y						
RI	Norm-Referenced-MAT, 7	Y											
RI	Writing Performance Assessment						Y						
SC	Basic Skills Assessment Program	Y							Y				
SC	Norm-Referenced Testing	Y											
SD	Norm-referenced	Y											
TN	TCAP Achievement Test-CRT	Y											
TN	TCAP Achievement Test-NRT	Y											
TN	TCAP Competency Test	Y											
TN	TCAP Writing Assessment						Y						
TX	TX Assessment of Academic Skills (TAAS) & TX En	Y					Y						
UT	Core Assessment CRT Program	Y											
UT	Core Curriculum Testing (Perf. Assessment)					Y	Y			Y	Y		
UT	Norm-Referenced Testing	Y											
VA	Literacy Passport Test (LPT)	Y			Y				Y				
VA	Virginia Student Assessment Program (VSAP-NRT)	Y											
VT	New Standards Math					Y	Y						
VT	Portfolio Assessment						Y						
WA	Norm Reference	Y											

MCSA = Multiple-choice, single correct answer
MCMA = Multiple-choice, multiple correct answer
MCSE = Multiple-choice, with student explanation
FB/C = Fill -in-the-blank or cloze
SA = Short answer
ER = Extended response
Obs = Observation
ESW = Examples of student work
IPT = Individual hands-on performance tasks
GPT = Group hands-on performance tasks
PED = Projects, exhibitions, or demonstrations
CAI = Computer adaptive items

Part 3.11 What types of items or exercises were used in this component?

ST	Program Component	MCSA	MCMA	MCSE	FB/C	SA	ER	Obs	ESW	IPT	GPT	PED	CAI
WI	WRCT at Grade 3	Y											
WI	WSAS Knowledge & Concepts	Y				Y	Y						
WV	Norm-Referenced Testing	Y											
WV	WV-STEP	Y		Y		Y	Y						
WV	Writing Assessment						Y						
WY	Wyoming Assessment Program							Y	Y			Y	
	Totals by Component	77	4	6	8	27	61	6	10	10	4	4	1
	Totals by State	41	4	4	6	23	36	5	10	8	4	4	1

MCSA = Multiple-choice, single correct answer
MCMA = Multiple-choice, multiple correct answer
MCSE = Multiple-choice, with student explanation
FB/C = Fill -in-the-blank or cloze

SA = Short answer
ER = Extended response
Obs = Observation
ESW = Examples of student work

IPT = Individual hands-on performance tasks
GPT = Group hands-on performance tasks
PED = Projects, exhibitions, or demonstrations
CAI = Computer adaptive items

Part 3.12 What assessment items were given to students in this component?

ST	Program Component	All Same Items	Multiple Forms	All Sampled Items	Common and Sampled	Not Determined by State
AK	Norm-Referenced Testing	Y				
AL	Basic Competency Test, Grade 9	Y				
AL	Differential Aptitude Tests/Career In	Y				
AL	Exit Exam	Y	Y		Y	
AL	Math End-of Course Test	Y				
AL	Stanford Achievement Test	Y				
AL	Writing Assessment		Y		Y	
AR	Criterion Referenced Test		Y		Y	Y
AR	Stanford Achievement Test, Eighth Edi	Y				
AZ	Norm-Referenced Testing	Y				
CA	Career-Technical Assessment Program (					
CA	Golden State Exams		Y		Y	
CT	CT Academic Performance Test (CAPT)	Y				
CT	CT Mastery Test (CMT)	Y				
DE	Writing Assessment	Y				
FL	FL Writing Assessment Program		Y		Y	
FL	Grade Ten Assessment Test (GTAT)	Y				
FL	High School Competency Test (HSCT)		Y		Y	
GA	Curriculum-Based Assessments (CBA)					Y
GA	GA High School Graduation Tests (GHSG	Y				
GA	GA Kindergarten Assessment Program (G			Y		
GA	Norm-Referenced Testing					Y
GA	Writing Assessment	Y				
HI	Credit by Examination (CbyE)	Y				
HI	Stanford Achievement Test 8th Edition	Y				
HI	Test of Essential Competencies (HSTEC	Y				
ID	Direct Mathematics Assessment	Y				
ID	Direct Writing Assessment	Y				
ID	Standardized Testing ITBS & TAP	Y				
IL	IL Goal Assessment Program (IGAP)	Y				
IN	Statewide Assessment	Y				
KS	KS Assessment Program	Y		Y		
KY	Open Response Questions					Y
KY	Portfolio Assessment	Y				
LA	Grade 3, 5, and 7 Criterion-Reference	Y				
LA	Kindergarten Develop. Readiness Scree		Y		Y	
LA	LA Graduation Exit Examination	Y				
LA	Norm-Referenced Testing	Y				
MA	Massachusetts Educational Assessment		Y	Y	Y	
MD	MD Functional Testing Program	Y				
MD	MD School Perf. Assessment Program (M		Y		Y	

230

Part 3.12 What assessment items were given to students in this component?

ST	Program Component	All Same Items	Multiple Forms	All Sampled Items	Common and Sampled	Not Determined by State
ME	State Tests	Y	Y	Y	Y	
MI	Employability Skills Portfolio					
MI	MI Educational Assessment Program (ME	Y	Y		Y	
MO	MO Mastery and Achievement Test (MMAT	Y				
MO	Writing Assessment	Y				
MS	Functional Literacy Examination (FLE)	Y	Y		Y	
MS	Norm-Referenced Testing	Y				
MS	Subject Area Testing Program (SATP)		Y		Y	Y
MT	Student Assessment Requirement	Y				
NC	Competency Testing		Y		Y	
NC	NC Testing Program	Y	Y		Y	Y
NC	Norm-Referenced Testing	Y				
ND	Norm-referenced Testing	Y				
NH	NH Ed. Improvement and Assessment Pro		Y		Y	Y
NJ	Grade 11 High School Proficiency Test	Y				
NJ	Grade 8 Early Warning Test	Y				
NM	New Mexico Achievement Assessment	Y				
NM	New Mexico High School Competency Exa	Y				
NM	Portfolio Writing Assessment	Y				
NM	Reading Assessment for Grades 1 and 2					
NV	High School Proficiency Examination P	Y				
NV	Norm-Referenced Testing	Y	Y		Y	
NV	Writing Proficiency Examination-Grade	Y				
NY	Occupational Education Proficiency Ex	Y				
NY	Preliminary Competency Tests	Y				
NY	Program Evaluation Tests	Y				
NY	Pupil Evaluation Program Tests	Y				
NY	Regents Competency Tests	Y				
NY	Regents Examination Programs	Y				
NY	Second Language Proficiency Examinati	Y				
OH	Fourth-Grade Proficiency Testing	Y				
OH	Ninth-Grade Proficiency Testing	Y	Y		Y	
OH	Sixth-Grade Proficiency Testing	Y				
OH	Twelfth-Grade Proficiency Testing	Y				
OK	Criterion-Referenced Test (OK Core Cu	Y				
OK	Norm-referenced test (NRT)-Iowa Test	Y				
OR	Reading and Mathematics Assessment		Y		Y	
OR	Writing Assessment		Y		Y	
PA	Reading and Mathematics Assessment		Y	Y	Y	Y
PA	Writing Assessment		Y	Y	Y	

Part 3.12 What assessment items were given to students in this component?

ST	Program Component	All Same Items	Multiple Forms	All Sampled Items	Common and Sampled	Not Determined by State
RI	Health Performance Assessment					Y
RI	Mathematics Performance Assessment					Y
RI	Norm-Referenced-MAT, 7	Y				
RI	Writing Performance Assessment	Y				
SC	Basic Skills Assessment Program	Y				
SC	Norm-Referenced Testing	Y				
SD	Norm-referenced	Y				
TN	TCAP Achievement Test-CRT	Y				
TN	TCAP Achievement Test-NRT	Y				
TN	TCAP Competency Test	Y				
TN	TCAP Writing Assessment	Y				
TX	TX Assessment of Academic Skills (TAA	Y				
UT	Core Assessment CRT Program	Y				
UT	Core Curriculum Testing (Perf. Assess					
UT	Norm-Referenced Testing	Y				
VA	Literacy Passport Test (LPT)	Y				
VA	Virginia Student Assessment Program (	Y				
VT	New Standards Math	Y				
VT	Portfolio Assessment					
WA	Norm Reference	Y				
WI	WRCT at Grade 3	Y				
WI	WSAS Knowledge & Concepts	Y				
WV	Norm-Referenced Testing	Y				
WV	WV-STEP	Y				
WV	Writing Assessment	Y				
WY	Wyoming Assessment Program					
	Totals by Component	80	22	6	10	5
	Totals by State	40	16	5	6	5

Part 3.13 Were students permitted to use calculators on any subjects assessed in this component? If "Yes," what subjects and were questions intentionally designed for calculators?

			Mathematics		Other Subjects	
ST	Program Component	Response	Permitted?	Questions?	Permitted?	Questions?
AK	Norm-Referenced Testing	No				
AL	Basic Competency Test, Grade 9	No				
AL	Differential Aptitude Tests/Career Inte	No				
AL	Exit Exam	No				
AL	Math End-of Course Test	Yes	Yes			
AL	Stanford Achievement Test	Yes	Yes			
AL	Writing Assessment	No				
AR	Criterion Referenced Test	Yes	Yes			
AR	Stanford Achievement Test, Eighth Editi	Yes	Yes	No		
AZ	Norm-Referenced Testing	No				
CA	Career-Technical Assessment Program (C-					
CA	Golden State Exams					
CT	CT Academic Performance Test (CAPT)	Yes	Yes	Yes		
CT	CT Mastery Test (CMT)	Yes	Yes	Yes		
DE	Writing Assessment	No				
FL	FL Writing Assessment Program	No				
FL	Grade Ten Assessment Test (GTAT)	No				
FL	High School Competency Test (HSCT)	Yes				
GA	Curriculum-Based Assessments (CBA)	Yes	Yes	Yes		
GA	GA High School Graduation Tests (GHSGT)	Yes	Yes	Yes		
GA	GA Kindergarten Assessment Program (GKA	No				
GA	Norm-Referenced Testing	Yes	Yes	Yes		
GA	Writing Assessment	Yes			Yes	
HI	Credit by Examination (CbyE)					
HI	Stanford Achievement Test 8th Edition	No				
HI	Test of Essential Competencies (HSTEC)	No				

Part 3.13 Were students permitted to use calculators on any subjects assessed in this component? If "Yes," what subjects and were questions intentionally designed for calculators?

			Mathematics		Other Subjects	
ST	Program Component	Response	Permitted?	Questions?	Permitted?	Questions?
ID	Direct Mathematics Assessment	Yes	Yes	No		
ID	Direct Writing Assessment	No				
ID	Standardized Testing ITBS & TAP	Yes	Yes	Yes		
IL	IL Goal Assessment Program (IGAP)	Yes	Yes	No		
IN	Statewide Assessment	Yes	Yes	Yes		
KS	KS Assessment Program	Yes	Yes	Yes		
KY	Open Response Questions	Yes	Yes	No		
KY	Portfolio Assessment	No				
LA	Grade 3, 5, and 7 Criterion-Referenced	No				
LA	Kindergarten Develop. Readiness Screen.	No				
LA	LA Graduation Exit Examination	No				
LA	Norm-Referenced Testing	No				
MA	Massachusetts Educational Assessment Pr	No				
MD	MD Functional Testing Program	No				
MD	MD School Perf. Assessment Program (MSP	Yes	Yes	No	Yes	No
ME	State Tests	Yes	Yes	Yes		
MI	Employability Skills Portfolio	Yes				
MI	MI Educational Assessment Program (MEAP	Yes	Yes	No		
MO	MO Mastery and Achievement Test (MMAT)	Yes	Yes		Yes	
MO	Writing Assessment	No				
MS	Functional Literacy Examination (FLE)	No				
MS	Norm-Referenced Testing	No				
MS	Subject Area Testing Program (SATP)	Yes	Yes	Yes		
MT	Student Assessment Requirement	No				

Part 3.13 Were students permitted to use calculators on any subjects assessed in this component? If "Yes," what subjects and were questions intentionally designed for calculators?

			Mathematics		Other Subjects	
ST	Program Component	Response	Permitted?	Questions?	Permitted?	Questions?
NC	Competency Testing	Yes	Yes	Yes		
NC	NC Testing Program	Yes	Yes	Yes		
NC	Norm-Referenced Testing	No				
ND	Norm-referenced Testing	No				
NH	NH Ed. Improvement and Assessment Progr	Yes	Yes	No		
NJ	Grade 11 High School Proficiency Test	Yes	Yes	Yes		
NJ	Grade 8 Early Warning Test	Yes	Yes	Yes		
NM	New Mexico Achievement Assessment	Yes	Yes	Yes		
NM	New Mexico High School Competency Exam	Yes	Yes	No		
NM	Portfolio Writing Assessment	No				
NM	Reading Assessment for Grades 1 and 2	No				
NV	High School Proficiency Examination Pro	No				
NV	Norm-Referenced Testing	No				
NV	Writing Proficiency Examination-Grade 8	No				
NY	Occupational Education Proficiency Exam	No				
NY	Preliminary Competency Tests	No				
NY	Program Evaluation Tests	No				
NY	Pupil Evaluation Program Tests	No				
NY	Regents Competency Tests	No				
NY	Regents Examination Programs	Yes	Yes	Yes		
NY	Second Language Proficiency Examination	No				
OH	Fourth-Grade Proficiency Testing	No				
OH	Ninth-Grade Proficiency Testing	No				
OH	Sixth-Grade Proficiency Testing	Yes	Yes	No		
OH	Twelfth-Grade Proficiency Testing	Yes	No		Yes	No
OK	Criterion-Referenced Test (OK Core Curr	No				
OK	Norm-referenced test (NRT)-Iowa Test of	No				

BEST COPY AVAILABLE

Part 3.13 Were students permitted to use calculators on any subjects assessed in this component? If "Yes," what subjects and were questions intentionally designed for calculators?

			Mathematics		Other Subjects	
ST	Program Component	Response	Permitted?	Questions?	Permitted?	Questions?
OR	Reading and Mathematics Assessment	Yes	Yes	No		
OR	Writing Assessment	No				
PA	Reading and Mathematics Assessment	Yes	Yes	No		
PA	Writing Assessment	No				
RI	Health Performance Assessment	No				
RI	Mathematics Performance Assessment	Yes	Yes	Yes		
RI	Norm-Referenced-MAT, 7	Yes	Yes	Yes		
RI	Writing Performance Assessment	No				
SC	Basic Skills Assessment Program	No				
SC	Norm-Referenced Testing	No				
SD	Norm-referenced	Yes	Yes	No		
TN	TCAP Achievement Test-CRT	No				
TN	TCAP Achievement Test-NRT	No				
TN	TCAP Competency Test	No				
TN	TCAP Writing Assessment	No				
TX	TX Assessment of Academic Skills (TAAS)	Yes	No		Yes	Yes
UT	Core Assessment CRT Program	No				
UT	Core Curriculum Testing (Perf. Assessme	Yes	Yes	No	Yes	No
UT	Norm-Referenced Testing	No				
VA	Literacy Passport Test (LPT)	No				
VA	Virginia Student Assessment Program (VS	No				
VT	New Standards Math	Yes	Yes	Yes		
VT	Portfolio Assessment	Yes	Yes	No		
WA	Norm Reference	Yes	Yes	Yes		

Part 3.13 Were students permitted to use calculators on any subjects assessed in this component? If "Yes," what subjects and were questions intentionally designed for calculators?

			Mathematics		Other Subjects	
ST	Program Component	Response	Permitted?	Questions?	Permitted?	Questions?
WI	WRCT at Grade 3	No				
WI	WSAS Knowledge & Concepts	Yes	Yes	No		
WV	Norm-Referenced Testing	No				
WV	WV-STEP	No				
WV	Writing Assessment	No				
WY	Wyoming Assessment Program	Yes	Yes	No	Yes	No
	Totals by Component	Yes=45 No=31	Yes=40 No=2	Yes=20 No=16	Yes=7	Yes=1 No=1
	Totals by State	Yes=31 No=31	Yes=29 No=2	Yes=14 No=16	Yes=7	Yes=4 No=4

Part 3.14A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
AK	Norm-Referenced Testing	Yes	Y			
AL	Basic Competency Test, Grade 9	No				
AL	Differential Aptitude Tests/Career Inte	Yes	Y			
AL	Exit Exam	No				
AL	Math End-of Course Test	No				
AL	Stanford Achievement Test	Yes		Y		
AL	Writing Assessment	Yes				Y
AR	Criterion Referenced Test	Yes				Y
AR	Stanford Achievement Test, Eighth Editi	Yes	Y			
AZ	Norm-Referenced Testing	Yes	Y			
CA	Career-Technical Assessment Program (C-	No				
CA	Golden State Exams	No				
CT	CT Academic Performance Test (CAPT)	Yes				Y
CT	CT Mastery Test (CMT)	Yes				Y
DE	Writing Assessment	No				
FL	FL Writing Assessment Program	No				
FL	Grade Ten Assessment Test (GTAT)	Yes				Y
FL	High School Competency Test (HSCT)	No				
GA	Curriculum-Based Assessments (CBA)	No				
GA	GA High School Graduation Tests (GHSGT)	No				Y
GA	GA Kindergarten Assessment Program (GKA	No				
GA	Norm-Referenced Testing	Yes	Y			
GA	Writing Assessment	No				
HI	Credit by Examination (CbyE)	Yes	Y			
HI	Stanford Achievement Test 8th Edition	Yes	Y			
HI	Test of Essential Competencies (HSTEC)	No				

Part 3.14A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
ID	Direct Mathematics Assessment	No				
ID	Direct Writing Assessment	No				
ID	Standardized Testing ITBS & TAP	Yes	Y			
IL	IL Goal Assessment Program (IGAP)	No				
IN	Statewide Assessment	Yes	Y	Y	Y	Y
KS	KS Assessment Program	No				
KY	Open Response Questions	No				Y
KY	Portfolio Assessment	No				
LA	Grade 3, 5, and 7 Criterion-Referenced	No				
LA	Kindergarten Develop. Readiness Screen.	Yes	Y			
LA	LA Graduation Exit Examination	No				
LA	Norm-Referenced Testing	Yes	Y			
MA	Massachusetts Educational Assessment Pr	No				
MD	MD Functional Testing Program	No				
MD	MD School Perf. Assessment Program (MSP	No				
ME	State Tests					Y
MI	Employability Skills Portfolio	No				
MI	MI Educational Assessment Program (MEAP	Yes				Y
MO	MO Mastery and Achievement Test (MMAT)	No				Y
MO	Writing Assessment	No				
MS	Functional Literacy Examination (FLE)	No				
MS	Norm-Referenced Testing	Yes	Y			
MS	Subject Area Testing Program (SATP)	Yes				Y
MT	Student Assessment Requirement	Yes	Y			

Part 3.14A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
NC	Competency Testing	No				
NC	NC Testing Program	No				
NC	Norm-Referenced Testing	Yes	Y			
ND	Norm-referenced Testing	Yes	Y			
NH	NH Ed. Improvement and Assessment Progr	Yes				Y
NJ	Grade 11 High School Proficiency Test	No				
NJ	Grade 8 Early Warning Test	No				
NM	New Mexico Achievement Assessment	Yes	Y			
NM	New Mexico High School Competency Exam	No				
NM	Portfolio Writing Assessment	No				
NM	Reading Assessment for Grades 1 and 2	Yes	Y	Y	Y	Y
NV	High School Proficiency Examination Pro	No				
NV	Norm-Referenced Testing	Yes	Y			
NV	Writing Proficiency Examination-Grade 8	No				
NY	Occupational Education Proficiency Exam	No				
NY	Preliminary Competency Tests	Yes				Y
NY	Program Evaluation Tests	No				
NY	Pupil Evaluation Program Tests	Yes				Y
NY	Regents Competency Tests	Yes				Y
NY	Regents Examination Programs	No				
NY	Second Language Proficiency Examination	No				
OH	Fourth-Grade Proficiency Testing	Yes				Y
OH	Ninth-Grade Proficiency Testing	Yes				Y
OH	Sixth-Grade Proficiency Testing	Yes		Y		
OH	Twelfth-Grade Proficiency Testing	Yes				Y
OK	Criterion-Referenced Test (OK Core Curr	Yes				Y
OK	Norm-referenced test (NRT)-Iowa Test of	Yes	Y			

Part 3.14A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
OR	Reading and Mathematics Assessment	Yes				
OR	Writing Assessment	Yes				
PA	Reading and Mathematics Assessment	No				
PA	Writing Assessment	No				
RI	Health Performance Assessment	No				
RI	Mathematics Performance Assessment	No				
RI	Norm-Referenced-MAT, 7	Yes	Y			
RI	Writing Performance Assessment	No				
SC	Basic Skills Assessment Program	Yes				Y
SC	Norm-Referenced Testing	Yes	Y			
SD	Norm-referenced	Yes	Y			
TN	TCAP Achievement Test-CRT	Yes				Y
TN	TCAP Achievement Test-NRT	Yes		Y		
TN	TCAP Competency Test	No				
TN	TCAP Writing Assessment	No				
TX	TX Assessment of Academic Skills (TAAS)	No				
UT	Core Assessment CRT Program	No				
UT	Core Curriculum Testing (Perf. Assessme	No				
UT	Norm-Referenced Testing	Yes	Y			
VA	Literacy Passport Test (LPT)	Yes		Y		
VA	Virginia Student Assessment Program (VS	Yes	Y			
VT	New Standards Math	Yes	Y			
VT	Portfolio Assessment	No				
WA	Norm Reference	Yes	Y			
WI	WRCT at Grade 3	Yes				Y
WI	WSAS Knowledge & Concepts	Yes		Y		

Part 3.14A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
WV	Norm-Referenced Testing	Yes	Y			
WV	WV-STEP	No				
WV	Writing Assessment	No				
WY	Wyoming Assessment Program	No				
	Totals by Component	Yes=52 No=54	27	7	2	20
	Totals by State	Yes=33 No=29	24	7	2	15

Part 3.14B If this component includes assessments produced by commercial publishing companies, what is the assessment name(s) and/or publishing company?

ST	Program Component	Assessment Name/Publishing Company
AK	Norm-Referenced Testing	CAT/5 CTB/McGraw-Hill
AL	Differential Aptitude Tests/Career In	Harcourt Brace Educational Measurement
AL	Stanford Achievement Test	Harcourt Brace Educational Measurement
AL	Writing Assessment	Alabama Direct Assessment of Writing Measurement Incorporated
AR	Criterion Referenced Test	Advanced Measurement Systems Data Recognition Corporation
AR	Stanford Achievement Test, Eighth Edi	Stanford Achievement Test, Eighth Edition, Harcourt Brace Educational Measurement
AZ	Norm-Referenced Testing	Iowa Test of Basic Skills (ITBS) and Tests of Achievement and Proficiency (TAP)
CT	CT Academic Performance Test (CAPT)	Harcourt Brace Educational Measurement
CT	CT Mastery Test (CMT)	Harcourt Brace Educational Measurement
FL	Grade Ten Assessment Test (GTAT)	Custom developed by Riverside Publishing Company
GA	Norm-Referenced Testing	Iowa Test of Basic Skills, Riverside Publishing Co.
HI	Credit by Examination (CbyE)	CTB/McGraw Hill Algebra Test
HI	Stanford Achievement Test 8th Edition	SAT 8 - Harcourt Brace Inc.
ID	Standardized Testing ITBS & TAP	ITBS & TAP Riverside Publishers
IN	Statewide Assessment	CTB McGraw-Hill
LA	Kindergarten Develop. Readiness Scree	Developmental Skills Checklist; Chicago Early Assessment; Miller; DIAL R
LA	Norm-Referenced Testing	CTB - McGraw Hill, CAT5
MI	MI Educational Assessment Program (ME	
MS	Norm-Referenced Testing	Iowa Test of Basic Skills (ITBS) & Test of Achievement and Proficiency (TAP), Riverside Publishing
MS	Subject Area Testing Program (SATP)	Harcourt Brace Educational Measurement
MT	Student Assessment Requirement	CAT, MAT, Stanford, ITBS, CTBS - for grades 4, 8, and 11. The CAT and MAT will be discontinued by 1999.
NC	Norm-Referenced Testing	Iowa Test of Basic Skills
ND	Norm-referenced Testing	CTBS/4 & TCS
NH	NH Ed. Improvement and Assessment Pro	Advanced Systems in Measurement and Evaluation, Inc.
NM	New Mexico Achievement Assessment	Iowa Test of Basic Skills, Form K
NM	Reading Assessment for Grades 1 and 2	local option
NV	Norm-Referenced Testing	

BEST COPY AVAILABLE

Part 3.14B If this component includes assessments produced by commercial publishing companies, what is the assessment name(s) and/or publishing company?

ST	Program Component	Assessment Name/Publishing Company
NY	Preliminary Competency Tests	for reading DRP from TASA
NY	Pupil Evaluation Program Tests	DRP by TASA
NY	Regents Competency Tests	DRP by TASA
OH	Fourth-Grade Proficiency Testing	Riverside Publishing Company
OH	Ninth-Grade Proficiency Testing	IOX Assessment Associates & ACT
OH	Sixth-Grade Proficiency Testing	Riverside Publishing Company
OH	Twelfth-Grade Proficiency Testing	American College Testing (ACT)
OK	Criterion-Referenced Test (OK Core Cu	Oklahoma Core Curriculum Tests/Harcourt Brace
OK	Norm-referenced test (NRT)-Iowa Test	Iowa Tests of Basic Skills/Riverside Pub. Co.
OR	Reading and Mathematics Assessment	
OR	Writing Assessment	
RI	Norm-Referenced-MAT, 7	MAT.7 - Harcourt Brace Education Measurement
SC	Basic Skills Assessment Program	Instructional Objectives Exchange
SC	Norm-Referenced Testing	Metropolitan Achievement Tests, Seventh Edition -- Harcourt-Brace
SD	Norm-referenced	Harcourt Brace
TN	TCAP Achievement Test-CRT	CTB/McGraw-Hill
TN	TCAP Achievement Test-NRT	CTBS/4 CTB/McGraw-Hill
UT	Norm-Referenced Testing	Stanford Achievement Test, 8th Edition
VA	Literacy Passport Test (LPT)	Degrees of Reading Power (DRP) published by Touchtone Applied Science Association (TASA)
VA	Virginia Student Assessment Program (	Grades 4 & 8: Iowa Test of Basic Skills Grade 11: Tests of Achievement & Proficiency
VT	New Standards Math	New Standards Projects/HBEM
WA	Norm Reference	CTBS/4 (4th, 8th); CFAS (11th)
WI	WRCT at Grade 3	MetriTech: WRCT @ 3rd grade.
WI	WSAS Knowledge & Concepts	Harcourt Brace Educational Measurement: WSAS K/C 8/10 grade at grades 4, 8, and 10.
WV	Norm-Referenced Testing	CTBS

Part 3.15 Were assessment results from this component used for *instructional* purposes? If "Yes," indicate what *instructional* purposes.

ST	Program Component	Resp	SD	SPl	IIP	Imp	CP	PE	ISR	PD	Oth
AK	Norm-Referenced Testing	Yes				Y	Y				
AL	Basic Competency Test, Grade 9	Yes				Y			Y		
AL	Differential Aptitude Tests/Career	No									
AL	Exit Exam	Yes	Y								
AL	Math End-of Course Test	Yes				Y	Y				
AL	Stanford Achievement Test	Yes				Y	Y	Y	Y	Y	
AL	Writing Assessment	Yes			Y	Y	Y			Y	
AR	Criterion Referenced Test	Yes	Y		Y	Y	Y	Y	Y	Y	
AR	Stanford Achievement Test, Eighth E	Yes	Y		Y	Y	Y	Y	Y		
AZ	Norm-Referenced Testing	Yes	Y			Y		Y			
CA	Career-Technical Assessment Program	Yes	Y								
CA	Golden State Exams	No									
CT	CT Academic Performance Test (CAPT)	Yes				Y	Y			Y	
CT	CT Mastery Test (CMT)	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
DE	Writing Assessment	Yes	Y		Y	Y		Y			
FL	FL Writing Assessment Program	Yes				Y		Y			Y
FL	Grade Ten Assessment Test (GTAT)	Yes				Y					Y
FL	High School Competency Test (HSCT)	Yes				Y					Y
GA	Curriculum-Based Assessments (CBA)	Yes				Y	Y	Y			
GA	GA High School Graduation Tests (GH	No									
GA	GA Kindergarten Assessment Program	Yes	Y	Y	Y	Y		Y	Y		
GA	Norm-Referenced Testing	Yes						Y			
GA	Writing Assessment	Yes	Y			Y	Y		Y		
HI	Credit by Examination (CbyE)										
HI	Stanford Achievement Test 8th Editi	Yes	Y			Y	Y	Y	Y	Y	
HI	Test of Essential Competencies (HST	No									
ID	Direct Mathematics Assessment	Yes				Y	Y			Y	
ID	Direct Writing Assessment	Yes				Y	Y			Y	
ID	Standardized Testing ITBS & TAP	Yes				Y	Y			Y	
IL	IL Goal Assessment Program (IGAP)	No									Y
IN	Statewide Assessment	Yes	Y	Y		Y	Y	Y	Y	Y	
KS	KS Assessment Program	Yes	Y			Y	Y	Y	Y	Y	
KY	Open Response Questions	Yes				Y	Y	Y			
KY	Portfolio Assessment	Yes			Y	Y	Y				
LA	Grade 3, 5, and 7 Criterion-Referen	Yes	Y	Y	Y	Y	Y	Y	Y		
LA	Kindergarten Develop. Readiness Scr	Yes	Y		Y	Y	Y				
LA	LA Graduation Exit Examination	Yes	Y	Y	Y	Y	Y	Y	Y		
LA	Norm-Referenced Testing	Yes	Y		Y	Y					

SD = Student diagnosis
SPl = Student placement
IIP = Individual student instructional plan
Imp = Improvement of instruction
CP = Curriculum planning
PE = Program evaluation
ISR = Identification of students at risk
PD = Professional development
Oth = Other

Part 3.15 Were assessment results from this component used for *instructional* purposes? If "Yes," indicate what *instructional* purposes.

ST	Program Component	Resp	SD	SPl	IIP	Imp	CP	PE	ISR	PD	Oth
MA	Massachusetts Educational Assessmen	Yes				Y	Y			Y	
MD	MD Functional Testing Program	Yes	Y			Y	Y				
MD	MD School Perf. Assessment Program	Yes				Y		Y			
ME	State Tests	Yes				Y	Y	Y		Y	
MI	Employability Skills Portfolio	Yes				Y	Y	Y		Y	
MI	MI Educational Assessment Program (	Yes				Y	Y	Y		Y	
MO	MO Mastery and Achievement Test (MM	Yes			Y	Y	Y	Y	Y	Y	
MO	Writing Assessment	Yes				Y				Y	
MS	Functional Literacy Examination (FL	Yes			Y	Y	Y	Y			
MS	Norm-Referenced Testing	Yes	Y		Y	Y	Y	Y		Y	
MS	Subject Area Testing Program (SATP)	No									
MT	Student Assessment Requirement	Yes				Y	Y	Y			
NC	Competency Testing	No									
NC	NC Testing Program	Yes				Y	Y	Y	Y	Y	
NC	Norm-Referenced Testing	No									
ND	Norm-referenced Testing	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y
NH	NH Ed. Improvement and Assessment P	Yes				Y	Y	Y		Y	
NJ	Grade 11 High School Proficiency Te	Yes	Y	Y	Y	Y			Y		
NJ	Grade 8 Early Warning Test	Yes	Y	Y	Y	Y			Y		
NM	New Mexico Achievement Assessment	Yes					Y	Y			
NM	New Mexico High School Competency E	No									
NM	Portfolio Writing Assessment	Yes	Y			Y	Y	Y			
NM	Reading Assessment for Grades 1 and	Yes	Y			Y	Y	Y			
NV	High School Proficiency Examination	Yes	Y						Y		
NV	Norm-Referenced Testing	Yes	Y			Y	Y	Y	Y		
NV	Writing Proficiency Examination-Gra	Yes	Y			Y			Y		
NY	Occupational Education Proficiency	No									
NY	Preliminary Competency Tests	Yes						Y	Y		
NY	Program Evaluation Tests	Yes						Y			
NY	Pupil Evaluation Program Tests	Yes						Y	Y		
NY	Regents Competency Tests	No									
NY	Regents Examination Programs	Yes				Y	Y	Y			
NY	Second Language Proficiency Examina	No									
OH	Fourth-Grade Proficiency Testing	Yes				Y	Y		Y	Y	
OH	Ninth-Grade Proficiency Testing	Yes			Y	Y	Y	Y			
OH	Sixth-Grade Proficiency Testing	Yes				Y	Y			Y	
OH	Twelfth-Grade Proficiency Testing	Yes				Y	Y			Y	
OK	Criterion-Referenced Test (OK Core	Yes	Y		Y			Y			
OK	Norm-referenced test (NRT)-Iowa Tes	Yes	Y	Y	Y	Y		Y			

SD = Student diagnosis
SPl = Student placement
IIP = Individual student instructional plan
Imp = Improvement of instruction
CP = Curriculum planning
PE = Program evaluation
ISR = Identification of students at risk
PD = Professional development
Oth = Other

Part 3.15 Were assessment results from this component used for *instructional* purposes? If "Yes," indicate what *instructional* purposes.

ST	Program Component	Resp	SD	SPl	IIP	Imp	CP	PE	ISR	PD	Oth
OR	Reading and Mathematics Assessment	Yes				Y	Y	Y		Y	
OR	Writing Assessment	Yes				Y	Y	Y		Y	
PA	Reading and Mathematics Assessment	Yes	Y			Y	Y				
PA	Writing Assessment	Yes				Y	Y				
RI	Health Performance Assessment	Yes				Y	Y			Y	
RI	Mathematics Performance Assessment	Yes	Y			Y	Y		Y	Y	
RI	Norm-Referenced-MAT, 7	Yes	Y	Y			Y	Y	Y	Y	
RI	Writing Performance Assessment	Yes				Y	Y		Y	Y	
SC	Basic Skills Assessment Program	Yes	Y			Y		Y			
SC	Norm-Referenced Testing	Yes	Y			Y		Y			
SD	Norm-referenced	Yes				Y	Y	Y	Y		
TN	TCAP Achievement Test-CRT	Yes	Y		Y	Y	Y	Y			
TN	TCAP Achievement Test-NRT	Yes	Y			Y	Y	Y			
TN	TCAP Competency Test	Yes	Y		Y	Y	Y	Y	Y		
TN	TCAP Writing Assessment	Yes				Y	Y	Y		Y	
TX	TX Assessment of Academic Skills (T	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
UT	Core Assessment CRT Program	Yes	Y	Y	Y	Y	Y	Y	Y		
UT	Core Curriculum Testing (Perf. Asse	Yes	Y			Y	Y	Y			
UT	Norm-Referenced Testing	Yes	Y	Y		Y	Y	Y			
VA	Literacy Passport Test (LPT)	Yes	Y		Y	Y		Y	Y		
VA	Virginia Student Assessment Program										
VT	New Standards Math	Yes				Y	Y	Y			
VT	Portfolio Assessment	Yes	Y		Y	Y	Y	Y		Y	
WA	Norm Reference	Yes	Y			Y	Y	Y	Y		
WI	WRCT at Grade 3	Yes		Y				Y	Y		
WI	WSAS Knowledge & Concepts	Yes		Y				Y	Y		
WV	Norm-Referenced Testing	Yes				Y	Y		Y		
WV	WV-STEP	Yes				Y	Y		Y		
WV	Writing Assessment	Yes				Y	Y				
WY	Wyoming Assessment Program	Yes				Y	Y	Y		Y	
	Totals by Component	Yes=93 No=12	43	15	26	81	66	59	36	34	4
	Totals by State	Yes=45 No=9	27	11	18	43	36	38	24	22	2

SD = Student diagnosis
SPI = Student placement
IIP = Individual student instructional plan
Imp = Improvement of instruction
CP = Curriculum planning
PE = Program evaluation
ISR = Identification of students at risk
PD = Professional development
Oth = Other

Part 3.16 Were assessment results from this component used for *student accountability* purposes?
If "Yes," indicate what *student accountability* purposes.

ST	Program Component	Resp	StA	St$	Pro	HD	ED	HSG	Oth
AK	Norm-Referenced Testing	No							
AL	Basic Competency Test, Grade 9	Yes						Y	
AL	Differential Aptitude Tests/Career Interes	Yes							Y
AL	Exit Exam	Yes						Y	
AL	Math End-of Course Test	Yes							Y
AL	Stanford Achievement Test	No							
AL	Writing Assessment	No							
AR	Criterion Referenced Test	No							
AR	Stanford Achievement Test, Eighth Edition	No							
AZ	Norm-Referenced Testing	No							
CA	Career-Technical Assessment Program (C-TAP	No							
CA	Golden State Exams	Yes	Y						
CT	CT Academic Performance Test (CAPT)	Yes	Y						
CT	CT Mastery Test (CMT)	No							
DE	Writing Assessment	No							
FL	FL Writing Assessment Program	No							
FL	Grade Ten Assessment Test (GTAT)	No							
FL	High School Competency Test (HSCT)	Yes						Y	
GA	Curriculum-Based Assessments (CBA)	No							
GA	GA High School Graduation Tests (GHSGT)	Yes						Y	
GA	GA Kindergarten Assessment Program (GKAP)	No							
GA	Norm-Referenced Testing	No							
GA	Writing Assessment	No							
HI	Credit by Examination (CbyE)	Yes							Y
HI	Stanford Achievement Test 8th Edition	No							
HI	Test of Essential Competencies (HSTEC)	Yes						Y	
ID	Direct Mathematics Assessment	No							
ID	Direct Writing Assessment	No							
ID	Standardized Testing ITBS & TAP	No							
IL	IL Goal Assessment Program (IGAP)	No							
IN	Statewide Assessment	No							
KS	KS Assessment Program	No							
KY	Open Response Questions	No							
KY	Portfolio Assessment	No							
LA	Grade 3, 5, and 7 Criterion-Referenced Tes	Yes			Y				
LA	Kindergarten Develop. Readiness Screen. Pr	No							
LA	LA Graduation Exit Examination	Yes			Y			Y	
LA	Norm-Referenced Testing	No							

StA = Student awards or recognition
St$ = Student financial awards or scholarships
HD = Honors high school diploma
ED = Endorsed high school diploma
HSG = High school graduation (exit exam)
Oth = Other

Part 3.16 Were assessment results from this component used for *student accountability* purposes?
If "Yes," indicate what *student accountability* purposes.

ST	Program Component	Resp	StA	St$	Pro	HD	ED	HSG	Oth
MA	Massachusetts Educational Assessment Progr	No							
MD	MD Functional Testing Program	Yes						Y	
MD	MD School Perf. Assessment Program (MSPAP)	No							
ME	State Tests	Yes	Y	Y					
MI	Employability Skills Portfolio	No							
MI	MI Educational Assessment Program (MEAP)	Yes	Y				Y		
MO	MO Mastery and Achievement Test (MMAT)	No							
MO	Writing Assessment	No							
MS	Functional Literacy Examination (FLE)	Yes						Y	
MS	Norm-Referenced Testing	No							
MS	Subject Area Testing Program (SATP)	No							
MT	Student Assessment Requirement	No							Y
NC	Competency Testing	Yes						Y	
NC	NC Testing Program	Yes	Y		Y			Y	
NC	Norm-Referenced Testing	No							
ND	Norm-referenced Testing	Yes	Y						
NH	NH Ed. Improvement and Assessment Program	No							
NJ	Grade 11 High School Proficiency Test	Yes						Y	
NJ	Grade 8 Early Warning Test	No							
NM	New Mexico Achievement Assessment	No							
NM	New Mexico High School Competency Exam	Yes						Y	
NM	Portfolio Writing Assessment	No							
NM	Reading Assessment for Grades 1 and 2	No							
NV	High School Proficiency Examination Progra	Yes						Y	
NV	Norm-Referenced Testing	Yes							Y
NV	Writing Proficiency Examination-Grade 8	Yes							Y
NY	Occupational Education Proficiency Examina	Yes							Y
NY	Preliminary Competency Tests	No							
NY	Program Evaluation Tests	No							
NY	Pupil Evaluation Program Tests	No							
NY	Regents Competency Tests	Yes						Y	
NY	Regents Examination Programs	Yes	Y		Y	Y	Y	Y	
NY	Second Language Proficiency Examinations	Yes							Y
OH	Fourth-Grade Proficiency Testing	No							
OH	Ninth-Grade Proficiency Testing	Yes						Y	
OH	Sixth-Grade Proficiency Testing	No							
OH	Twelfth-Grade Proficiency Testing	No							
OK	Criterion-Referenced Test (OK Core Curricu	No							
OK	Norm-referenced test (NRT)-Iowa Test of Ba	No							

StA = Student awards or recognition
St$ = Student financial awards or scholarships
HD = Honors high school diploma
ED = Endorsed high school diploma
HSG = High school graduation (exit exam)
Oth = Other

Part 3.16 Were assessment results from this component used for *student accountability* purposes?
If "Yes," indicate what *student accountability* purposes.

ST	Program Component	Resp	StA	St$	Pro	HD	ED	HSG	Oth
OR	Reading and Mathematics Assessment	No							
OR	Writing Assessment	No							
PA	Reading and Mathematics Assessment	No							
PA	Writing Assessment	No							
RI	Health Performance Assessment	No							
RI	Mathematics Performance Assessment	No							
RI	Norm-Referenced-MAT, 7	No							
RI	Writing Performance Assessment	No							
SC	Basic Skills Assessment Program	Yes			Y			Y	
SC	Norm-Referenced Testing	Yes			Y				
SD	Norm-referenced	No							
TN	TCAP Achievement Test-CRT	No							
TN	TCAP Achievement Test-NRT	No							
TN	TCAP Competency Test	Yes					Y	Y	
TN	TCAP Writing Assessment	No							
TX	TX Assessment of Academic Skills (TAAS) &	Yes	Y					Y	
UT	Core Assessment CRT Program	No							
UT	Core Curriculum Testing (Perf. Assessment)	No							
UT	Norm-Referenced Testing	Yes	Y						
VA	Literacy Passport Test (LPT)	Yes	Y		Y			Y	
VA	Virginia Student Assessment Program (VSAP-	No							
VT	New Standards Math	No							
VT	Portfolio Assessment	No							
WA	Norm Reference	No							
WI	WRCT at Grade 3	No							
WI	WSAS Knowledge & Concepts	No							
WV	Norm-Referenced Testing	No							
WV	WV-STEP	No							
WV	Writing Assessment	No							
WY	Wyoming Assessment Program	No							
	Totals by Component	Yes=35 No=23	10	1	7	1	3	20	7
	Totals by State	Yes=71 No=40	10	1	5	1	3	17	4

StA = Student awards or recognition
St$ = Student financial awards or scholarships

HD = Honors high school diploma
ED = Endorsed high school diploma
HSG = High school graduation (exit exam)

Oth = Other

Part 3.17 Were assessment results from this component used for *school accountability* purposes? If "Yes," indicate what *school accountability* purposes.

ST	Program Component	Response	ScA	Sc$	ER	Acr	SPR	SkG	Wrn	PWL	S$P	TO	Dis
AK	Norm-Referenced Testing	Yes					Y						
AL	Basic Competency Test, Grade 9	No											
AL	Differential Aptitude Tests/Career Intere												
AL	Exit Exam	No											
AL	Math End-of Course Test	No											
AL	Stanford Achievement Test	Yes					Y		Y	Y	Y	Y	
AL	Writing Assessment	No											
AR	Criterion Referenced Test	No											
AR	Stanford Achievement Test, Eighth Edition	Yes					Y						
AZ	Norm-Referenced Testing	Yes					Y						
CA	Career-Technical Assessment Program (C-TA	No											
CA	Golden State Exams	No											
CT	CT Academic Performance Test (CAPT)	Yes					Y						
CT	CT Mastery Test (CMT)	Yes	Y	Y			Y						
DE	Writing Assessment	No											
FL	FL Writing Assessment Program	Yes											
FL	Grade Ten Assessment Test (GTAT)	No											
FL	High School Competency Test (HSCT)	Yes											
GA	Curriculum-Based Assessments (CBA)	No											
GA	GA High School Graduation Tests (GHSGT)	Yes					Y						
GA	GA Kindergarten Assessment Program (GKAP)	No											
GA	Norm-Referenced Testing	Yes					Y						
GA	Writing Assessment	Yes					Y						
HI	Credit by Examination (CbyE)												
HI	Stanford Achievement Test 8th Edition	Yes	Y	Y			Y						
HI	Test of Essential Competencies (HSTEC)	No											

ScA = School awards or recognition
Sc$ = School monetary awards
ER = Give schools exemptions from regulations
Acr = School accreditation
SPR = School performance reporting
SkG = High school skills guarantee
Wrn = Give warnings to schools
PWL = Put schools on probation or watch lists
S$P = School monetary penalties
TO = Take over schools
Dis = Dissolve schools

BEST COPY AVAILABLE

Part 3.17 Were assessment results from this component used for *school accountability* purposes? If "Yes," indicate what *school accountability* purposes.

ST	Program Component	Response	ScA	Sc$	ER	Acr	SPR	SkG	Wrn	PWL	S$P	TO	Dis
ID	Direct Mathematics Assessment	Yes					Y						
ID	Direct Writing Assessment	Yes					Y						
ID	Standardized Testing ITBS & TAP	Yes					Y						
IL	IL Goal Assessment Program (IGAP)	Yes			Y	Y			Y	Y	Y		
IN	Statewide Assessment	Yes	Y	Y		Y	Y						
KS	KS Assessment Program	Yes				Y	Y						
KY	Open Response Questions	Yes	Y	Y					Y	Y	Y	Y	Y
KY	Portfolio Assessment	Yes	Y	Y									
LA	Grade 3, 5, and 7 Criterion-Referenced Te	Yes	Y				Y						
LA	Kindergarten Develop. Readiness Screen. P	No											
LA	LA Graduation Exit Examination	Yes	Y				Y						
LA	Norm-Referenced Testing	Yes					Y						
MA	Massachusetts Educational Assessment Prog	Yes					Y						
MD	MD Functional Testing Program	Yes				Y	Y	Y					
MD	MD School Perf. Assessment Program (MSPAP	Yes		Y			Y			Y	Y	Y	
ME	State Tests	No											
MI	Employability Skills Portfolio	Yes											
MI	MI Educational Assessment Program (MEAP)	Yes	Y			Y	Y		Y	Y	Y	Y	Y
MO	MO Mastery and Achievement Test (MMAT)	Yes			Y	Y	Y						
MO	Writing Assessment	No											
MS	Functional Literacy Examination (FLE)	Yes			Y	Y	Y	Y	Y	Y	Y	Y	
MS	Norm-Referenced Testing	Yes				Y	Y						
MS	Subject Area Testing Program (SATP)	No											
MT	Student Assessment Requirement	No											

ScA = School awards or recognition
Sc$ = School monetary awards
ER = Give schools exemptions from regulations
Acr = School accreditation
SPR = School performance reporting
SkG = High school skills guarantee
Wrn = Give warnings to schools
PWL = Put schools on probation or watch lists
S$P = School monetary penalties
TO = Take over schools
Dis = Dissolve schools

Part 3.17 Were assessment results from this component used for *school accountability* purposes? If "Yes," indicate what *school accountability* purposes.

ST	Program Component	Response	ScA	Sc$	ER	Acr	SPR	SkG	Wrn	PWL	S$P	TO	Dis
NC	Competency Testing	No											
NC	NC Testing Program	No											
NC	Norm-Referenced Testing	No											
ND	Norm-referenced Testing	No											
NH	NH Ed. Improvement and Assessment Program	Yes											
NJ	Grade 11 High School Proficiency Test	Yes			Y	Y	Y		Y	Y	Y	Y	
NJ	Grade 8 Early Warning Test	Yes			Y	Y	Y		Y	Y	Y	Y	
NM	New Mexico Achievement Assessment	Yes					Y						
NM	New Mexico High School Competency Exam	Yes					Y	Y					
NM	Portfolio Writing Assessment	Yes					Y						
NM	Reading Assessment for Grades 1 and 2	No											
NV	High School Proficiency Examination Progr	Yes					Y						
NV	Norm-Referenced Testing	Yes					Y						
NV	Writing Proficiency Examination-Grade 8	Yes					Y						
NY	Occupational Education Proficiency Examin	Yes					Y						
NY	Preliminary Competency Tests	Yes					Y		Y	Y	Y	Y	
NY	Program Evaluation Tests	No											
NY	Pupil Evaluation Program Tests	Yes					Y		Y	Y	Y	Y	
NY	Regents Competency Tests	Yes					Y			Y	Y		
NY	Regents Examination Programs	Yes					Y						
NY	Second Language Proficiency Examinations	No											
OH	Fourth-Grade Proficiency Testing	Yes					Y						
OH	Ninth-Grade Proficiency Testing	Yes	Y		Y		Y						
OH	Sixth-Grade Proficiency Testing	Yes					Y						
OH	Twelfth-Grade Proficiency Testing	Yes					Y						
OK	Criterion-Referenced Test (OK Core Curric	Yes					Y						
OK	Norm-referenced test (NRT)-Iowa Test of B	Yes				Y	Y		Y	Y	Y	Y	Y

ScA = School awards or recognition
Sc$ = School monetary awards
ER = Give schools exemptions from regulations
Acr = School accreditation
SPR = School performance reporting
SkG = High school skills guarantee
Wrn = Give warnings to schools
PWL = Put schools on probation or watch lists
S$P = School monetary penalties
TO = Take over schools
Dis = Dissolve schools

Part 3.17 Were assessment results from this component used for *school accountability* purposes? If "Yes," indicate what *school accountability* purposes.

ST	Program Component	Response	ScA	Sc$	ER	Acr	SPR	SkG	Wrn	PWL	S$P	TO	Dis
OR	Reading and Mathematics Assessment	Yes					Y						
OR	Writing Assessment	Yes					Y						
PA	Reading and Mathematics Assessment	Yes					Y						
PA	Writing Assessment	Yes					Y						
RI	Health Performance Assessment	Yes					Y						
RI	Mathematics Performance Assessment	Yes					Y						
RI	Norm-Referenced-MAT, 7	Yes					Y						
RI	Writing Performance Assessment	Yes					Y						
SC	Basic Skills Assessment Program	Yes	Y				Y	Y				Y	
SC	Norm-Referenced Testing	Yes					Y					Y	
SD	Norm-referenced	No											
TN	TCAP Achievement Test-CRT	No											
TN	TCAP Achievement Test-NRT	Yes		Y			Y						
TN	TCAP Competency Test	No											
TN	TCAP Writing Assessment	No											
TX	TX Assessment of Academic Skills (TAAS) &	Yes		Y	Y	Y	Y		Y	Y	Y	Y	Y
UT	Core Assessment CRT Program	No											
UT	Core Curriculum Testing (Perf. Assessment	No											
UT	Norm-Referenced Testing	Yes					Y						
VA	Literacy Passport Test (LPT)	Yes					Y						
VA	Virginia Student Assessment Program (VSAP	Yes					Y						
VT	New Standards Math	Yes					Y						
VT	Portfolio Assessment	Yes					Y						
WA	Norm Reference	Yes			Y		Y						

ScA = School awards or recognition
Sc$ = School monetary awards
ER = Give schools exemptions from regulations
Acr = School accreditation

SPR = School performance reporting
SkG = High school skills guarantee
Wrn = Give warnings to schools
PWL = Put schools on probation or watch lists

S$P = School monetary penalties
TO = Take over schools
Dis = Dissolve schools

Part 3.17 Were assessment results from this component used for *school accountability* purposes? If "Yes," indicate what *school accountability* purposes.

ST	Program Component	Response	ScA	Sc$	ER	Acr	SPR	SkG	Wrn	PWL	S$P	TO	Dis
WI	WRCT at Grade 3	Yes					Y		Y				
WI	WSAS Knowledge & Concepts	Yes					Y		Y				
WV	Norm-Referenced Testing	Yes				Y		Y					
WV	WV-STEP	No											
WV	Writing Assessment	No											
WY	Wyoming Assessment Program	No											
	Totals by Component	Yes=72 No=33	10	8	8	13	64	5	13	13	1	13	4
	Totals by State	Yes=38 No=21	8	7	7	11	33	5	10	10	1	13	4

ScA = School awards or recognition
Sc$ = School monetary awards
ER = Give schools exemptions from regulations
Acr = School accreditation

SPR = School performance reporting
SkG = High school skills guarantee
Wrn = Give warnings to schools
PWL = Put schools on probation or watch lists

S$P = School monetary penalties
TO = Take over schools
Dis = Dissolve schools

Part 3.18 Were assessment results from this component used for *staff accountability* purposes?
If "Yes," indicate what *staff accountability* purposes.

ST	Program Component	Response	TA	TMA	TSA	TMP	TE	TPr	Oth
AK	Norm-Referenced Testing	No							
AL	Basic Competency Test, Grade 9	No							
AL	Differential Aptitude Tests/Career Interes								
AL	Exit Exam	No							
AL	Math End-of Course Test	No							
AL	Stanford Achievement Test	No							
AL	Writing Assessment	No							
AR	Criterion Referenced Test	No							
AR	Stanford Achievement Test, Eighth Edition	No							
AZ	Norm-Referenced Testing	No							
CA	Career-Technical Assessment Program (C-TAP	No							
CA	Golden State Exams	No							
CT	CT Academic Performance Test (CAPT)	Yes							Y
CT	CT Mastery Test (CMT)	Yes							Y
DE	Writing Assessment	No							
FL	FL Writing Assessment Program	No							
FL	Grade Ten Assessment Test (GTAT)	No							
FL	High School Competency Test (HSCT)	No							
GA	Curriculum-Based Assessments (CBA)	No							
GA	GA High School Graduation Tests (GHSGT)	No							
GA	GA Kindergarten Assessment Program (GKAP)	No							
GA	Norm-Referenced Testing	No							
GA	Writing Assessment	No							
HI	Credit by Examination (CbyE)								
HI	Stanford Achievement Test 8th Edition	No							
HI	Test of Essential Competencies (HSTEC)	No							
ID	Direct Mathematics Assessment	No							
ID	Direct Writing Assessment	No							
ID	Standardized Testing ITBS & TAP	No							
IL	IL Goal Assessment Program (IGAP)								
IN	Statewide Assessment	No							
KS	KS Assessment Program	No							
KY	Open Response Questions	No							
KY	Portfolio Assessment	No							
LA	Grade 3, 5, and 7 Criterion-Referenced Tes	No							
LA	Kindergarten Develop. Readiness Screen. Pr	No							
LA	LA Graduation Exit Examination	No							
LA	Norm-Referenced Testing	No							

TA = Teacher awards or recognition
TMA = Teacher monetary awards
TSA = Teacher salary adjustments
TMP = Teacher monetary penalties
TE = Teacher evaluation or certification
TPr = Teacher probation
Oth = Other

271

Part 3.18 Were assessment results from this component used for *staff accountability* purposes?
If "Yes," indicate what *staff accountability* purposes.

ST	Program Component	Response	TA	TMA	TSA	TMP	TE	TPr	Oth
MA	Massachusetts Educational Assessment Progr	No							
MD	MD Functional Testing Program	No							
MD	MD School Perf. Assessment Program (MSPAP)	No							
ME	State Tests	No							
MI	Employability Skills Portfolio	No							
MI	MI Educational Assessment Program (MEAP)	No							
MO	MO Mastery and Achievement Test (MMAT)	No							
MO	Writing Assessment	No							
MS	Functional Literacy Examination (FLE)	No							
MS	Norm-Referenced Testing	No							
MS	Subject Area Testing Program (SATP)	No							
MT	Student Assessment Requirement	No							
NC	Competency Testing	No							
NC	NC Testing Program	No							
NC	Norm-Referenced Testing	No							
ND	Norm-referenced Testing	No							
NH	NH Ed. Improvement and Assessment Program	No							
NJ	Grade 11 High School Proficiency Test	No							
NJ	Grade 8 Early Warning Test	No							
NM	New Mexico Achievement Assessment	No							
NM	New Mexico High School Competency Exam	No							
NM	Portfolio Writing Assessment	No							
NM	Reading Assessment for Grades 1 and 2	No							
NV	High School Proficiency Examination Progra	No							
NV	Norm-Referenced Testing	No							
NV	Writing Proficiency Examination-Grade 8	No							
NY	Occupational Education Proficiency Examina	No							
NY	Preliminary Competency Tests	No							
NY	Program Evaluation Tests	No							
NY	Pupil Evaluation Program Tests	No							
NY	Regents Competency Tests	No							
NY	Regents Examination Programs	No							
NY	Second Language Proficiency Examinations	No							
OH	Fourth-Grade Proficiency Testing	No							
OH	Ninth-Grade Proficiency Testing	No							
OH	Sixth-Grade Proficiency Testing	No							
OH	Twelfth-Grade Proficiency Testing	No							

TA = Teacher awards or recognition
TMA = Teacher monetary awards
TSA = Teacher salary adjustments
TMP = Teacher monetary penalties
TE = Teacher evaluation or certification
TPr = Teacher probation
Oth = Other

Part 3.18 Were assessment results from this component used for *staff accountability* purposes?
If "Yes," indicate what *staff accountability* purposes.

ST	Program Component	Response	TA	TMA	TSA	TMP	TE	TPr	Oth
OK	Criterion-Referenced Test (OK Core Curricu	No							
OK	Norm-referenced test (NRT)-Iowa Test of Ba	No							
OR	Reading and Mathematics Assessment	No							
OR	Writing Assessment	No							
PA	Reading and Mathematics Assessment	No							
PA	Writing Assessment	No							
RI	Health Performance Assessment	No							
RI	Mathematics Performance Assessment	No							
RI	Norm-Referenced-MAT, 7	No							
RI	Writing Performance Assessment	No							
SC	Basic Skills Assessment Program	No							
SC	Norm-Referenced Testing	No							
SD	Norm-referenced	No							
TN	TCAP Achievement Test-CRT	No							
TN	TCAP Achievement Test-NRT	Yes					Y		
TN	TCAP Competency Test	No							
TN	TCAP Writing Assessment	No							
TX	TX Assessment of Academic Skills (TAAS) &	No							
UT	Core Assessment CRT Program	No							
UT	Core Curriculum Testing (Perf. Assessment)	No							
UT	Norm-Referenced Testing	No							
VA	Literacy Passport Test (LPT)	No							
VA	Virginia Student Assessment Program (VSAP-	No							
VT	New Standards Math	No							
VT	Portfolio Assessment	No							
WA	Norm Reference	No							
WI	WRCT at Grade 3	No							
WI	WSAS Knowledge & Concepts	No							
WV	Norm-Referenced Testing	No							
WV	WV-STEP	No							
WV	Writing Assessment	No							
WY	Wyoming Assessment Program	No							
	Totals by Component	Yes=3 No=101	0	0	0	0	0	1	2
	Totals by State	Yes=2 No=44	0	0	0	0	0	1	1

TA = Teacher awards or recognition
TMA = Teacher monetary awards
TSA = Teacher salary adjustments
TMP = Teacher monetary penalties
TE = Teacher evaluation or certification
TPr = Teacher probation
Oth = Other

Part 3.19 On this assessment, has your state *student* or *school* performance standards performance been set?

ST	Program Component	Student?	School?
AK	Norm-Referenced Testing	Yes	Yes
AL	Basic Competency Test, Grade 9	Yes	Yes
AL	Differential Aptitude Tests/Career Interest In		
AL	Exit Exam	Yes	No
AL	Math End-of Course Test	Yes	No
AL	Stanford Achievement Test	Yes	Yes
AL	Writing Assessment	Yes	Yes
AR	Criterion Referenced Test	Yes	No
AR	Stanford Achievement Test, Eighth Edition	No	No
AZ	Norm-Referenced Testing	No	No
CA	Career-Technical Assessment Program (C-TAP)	No	No
CA	Golden State Exams	No	No
CT	CT Academic Performance Test (CAPT)	Yes	
CT	CT Mastery Test (CMT)	Yes	No
DE	Writing Assessment	No	No
FL	FL Writing Assessment Program	No	Yes
FL	Grade Ten Assessment Test (GTAT)	No	No
FL	High School Competency Test (HSCT)	Yes	Yes
GA	Curriculum-Based Assessments (CBA)	Yes	Yes
GA	GA High School Graduation Tests (GHSGT)	Yes	No
GA	GA Kindergarten Assessment Program (GKAP)		No
GA	Norm-Referenced Testing	No	No
GA	Writing Assessment	Yes	Yes
HI	Credit by Examination (CbyE)	Yes	No
HI	Stanford Achievement Test 8th Edition	No	
HI	Test of Essential Competencies (HSTEC)	Yes	No
ID	Direct Mathematics Assessment	Yes	No
ID	Direct Writing Assessment	Yes	No
ID	Standardized Testing ITBS & TAP	No	No
IL	IL Goal Assessment Program (IGAP)	Yes	Yes
IN	Statewide Assessment	Yes	Yes
KS	KS Assessment Program		Yes
KY	Open Response Questions	Yes	Yes
KY	Portfolio Assessment	Yes	Yes
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes	No
LA	Kindergarten Develop. Readiness Screen. Prog.	No	No
LA	LA Graduation Exit Examination	Yes	No
LA	Norm-Referenced Testing	No	No

Part 3.19 On this assessment, has your state *student* or *school* performance standards performance been set?

ST	Program Component	Student?	School?
MA	Massachusetts Educational Assessment Program	No	No
MD	MD Functional Testing Program	Yes	Yes
MD	MD School Perf. Assessment Program (MSPAP)	No	Yes
ME	State Tests	No	No
MI	Employability Skills Portfolio	Yes	No
MI	MI Educational Assessment Program (MEAP)	Yes	Yes
MO	MO Mastery and Achievement Test (MMAT)	No	No
MO	Writing Assessment	No	No
MS	Functional Literacy Examination (FLE)	Yes	Yes
MS	Norm-Referenced Testing	No	Yes
MS	Subject Area Testing Program (SATP)	No	No
MT	Student Assessment Requirement	No	No
NC	Competency Testing	Yes	No
NC	NC Testing Program	Yes	No
NC	Norm-Referenced Testing	No	No
ND	Norm-referenced Testing	No	No
NH	NH Ed. Improvement and Assessment Program	Yes	No
NJ	Grade 11 High School Proficiency Test	Yes	Yes
NJ	Grade 8 Early Warning Test	Yes	Yes
NM	New Mexico Achievement Assessment	No	No
NM	New Mexico High School Competency Exam	Yes	No
NM	Portfolio Writing Assessment	Yes	No
NM	Reading Assessment for Grades 1 and 2	Yes	No
NV	High School Proficiency Examination Program	Yes	No
NV	Norm-Referenced Testing	Yes	No
NV	Writing Proficiency Examination-Grade 8	Yes	No
NY	Occupational Education Proficiency Examination	Yes	No
NY	Preliminary Competency Tests		
NY	Program Evaluation Tests	No	No
NY	Pupil Evaluation Program Tests	Yes	Yes
NY	Regents Competency Tests	Yes	
NY	Regents Examination Programs	Yes	
NY	Second Language Proficiency Examinations	Yes	
OH	Fourth-Grade Proficiency Testing	Yes	Yes
OH	Ninth-Grade Proficiency Testing	Yes	Yes
OH	Sixth-Grade Proficiency Testing	Yes	Yes
OH	Twelfth-Grade Proficiency Testing	Yes	Yes

BEST COPY AVAILABLE

Part 3.19 On this assessment, has your state *student* or *school* performance standards performance been set?

ST	Program Component	Student?	School?
OK	Criterion-Referenced Test (OK Core Curriculum	Yes	No
OK	Norm-referenced test (NRT)-Iowa Test of Basic	No	Yes
OR	Reading and Mathematics Assessment	Yes	No
OR	Writing Assessment	Yes	No
PA	Reading and Mathematics Assessment	No	No
PA	Writing Assessment	Yes	No
RI	Health Performance Assessment	No	No
RI	Mathematics Performance Assessment	No	No
RI	Norm-Referenced-MAT, 7	No	No
RI	Writing Performance Assessment	No	No
SC	Basic Skills Assessment Program	Yes	Yes
SC	Norm-Referenced Testing	Yes	Yes
SD	Norm-referenced	No	No
TN	TCAP Achievement Test-CRT	No	No
TN	TCAP Achievement Test-NRT	No	Yes
TN	TCAP Competency Test	Yes	No
TN	TCAP Writing Assessment	No	No
TX	TX Assessment of Academic Skills (TAAS) & TX E	Yes	Yes
UT	Core Assessment CRT Program	Yes	Yes
UT	Core Curriculum Testing (Perf. Assessment)	No	Yes
UT	Norm-Referenced Testing	No	Yes
VA	Literacy Passport Test (LPT)	Yes	No
VA	Virginia Student Assessment Program (VSAP-NRT)	No	No
VT	New Standards Math	Yes	No
VT	Portfolio Assessment	No	No
WA	Norm Reference	Yes	
WI	WRCT at Grade 3	Yes	
WI	WSAS Knowledge & Concepts	No	
WV	Norm-Referenced Testing	No	Yes
WV	WV-STEP	Yes	No
WV	Writing Assessment	No	No
WY	Wyoming Assessment Program	Yes	No
	Totals by Component	Yes=62 No=41	Yes=34 No=63
	Totals by State	Yes=35 No=29	Yes=20 No=33

BEST COPY AVAILABLE

Part 3.20 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
AK	Norm-Referenced Testing	Review by test publisher. A separate standards-setting (Angoff Process) with Alaskans in March 1997.
AL	Basic Competency Test, Grade 9	SDE made determination for pass/fail
AL	Exit Exam	Standard Setting Committee
AL	Stanford Achievement Test	A majority of students must be scoring at or above the 5th Stanine or making adequate yearly progress toward that goal.
AL	Writing Assessment	Level III (see 3.21) is considered grade-or course-level work.
AR	Criterion Referenced Test	Statewide standards setting process combined wide Blue Ribbon Standards Setting Committee
CT	CT Academic Performance Test (CAPT)	A variety-modified Angoff, student paper review, holistic rubric review
CT	CT Mastery Test (CMT)	Modified Angoff, student materials review, student essays review
FL	High School Competency Test (HSCT)	Standards for critically low schools were set that included the use of results from the High School Competency Test. Standards for critically low schools were set by the Department through a policy review.
GA	Curriculum-Based Assessments (CBA)	A series of performance standards setting sessions was conducted using school and system level persons from throughout the state.
GA	GA High School Graduation Tests (GHSGT	Several series of performance standards setting sessions were conducted throughout the state to determine minimum passing scores.
GA	Writing Assessment	Several series of performance standards setting sessions were conducted throughout the state.
HI	Credit by Examination (CbyE)	
HI	Test of Essential Competencies (HSTEC)	Modified Angoff
ID	Direct Mathematics Assessment	Two years to develop, field test & revise the standard to correspond to math curriculum guidelines in the state
ID	Direct Writing Assessment	Two years of development with teachers & students throughout the state.
IL	IL Goal Assessment Program (IGAP)	Modified Angoff - Descriptive definition of performance by subject area.
IN	Statewide Assessment	modified Angoff study

Part 3.20 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
KY	Open Response Questions	Standard setting involved examination of actual student work on open-response questions ("student-based constricted response" mode)
KY	Portfolio Assessment	
LA	Grade 3, 5, and 7 Criterion-Referenced	Weighted contrasting group method
LA	LA Graduation Exit Examination	Weighted contrasting group method
MD	MD Functional Testing Program	
MI	Employability Skills Portfolio	Worked with CRESST, studies of employers' and educators' perception of credible exhibits. Benchmark work with Michigan employers set the final criteria for performances.
MI	MI Educational Assessment Program (MEA	Modified Angoff and Contrasting Groups (open-ended)
MS	Functional Literacy Examination (FLE)	Achievement of a composite scaled score of 699 and no less than 211 in any test. Students tested in reading, mathematics, and written communication.
NC	Competency Testing	Pass/Fail score determined for each subject tested (Reading & Math) - Contrasting Groups Method
NC	NC Testing Program	teacher judgments and previous student performance together to determine cut-off values - contrasting groups method
NH	NH Ed. Improvement and Assessment Prog	Modified student based constructed response method.
NJ	Grade 11 High School Proficiency Test	See other component
NJ	Grade 8 Early Warning Test	standard setting by committee of education in state for first year of assessment
NM	New Mexico High School Competency Exam	Pass/Fail scores determined by standards setting when test was first administered.
NM	Portfolio Writing Assessment	teacher devised holistic and analytic rubrics
NM	Reading Assessment for Grades 1 and 2	locally determined as long as students fall into three distrinct categories of proficiency
NV	High School Proficiency Examination Pr	Percent expected to pass based on state norms.
NV	Norm-Referenced Testing	Based on national percentile recommended by department and adopted by State Board

Part 3.20 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
NV	Writing Proficiency Examination-Grade	Based on lowest category in Rubric described as adequate (Score=3) on 5-point scale in each of 4 traits scored. 3 in all four traits required for overall adequate rating.
NY	Occupational Education Proficiency Exa	criterion referenced
NY	Pupil Evaluation Program Tests	Criterion standards are used for all components
NY	Regents Competency Tests	Criterion standards for students
NY	Regents Examination Programs	criterion
NY	Second Language Proficiency Examinatio	criterion ref
OH	Fourth-Grade Proficiency Testing	Committees of educators, following agreed-upon methods, recommended standards which were then reviewed by other committees. Based upon all recommendations and reviews, the State Board of Education established performance standards.
OH	Ninth-Grade Proficiency Testing	Committees of educators, using agreed upon procedures, recommended standards which were reviewed by three other committees. After considering the recommendations of all groups, State Board adopted standards.
OH	Sixth-Grade Proficiency Testing	A standard setting committee was formed for each of the 5 subject areas assessed on this test made up of 5th, 6th, 7th grade teachers, administrators, curriculum specialists, etc., who followed agreed-upon methods recommended standards which were then reviewed by other committees and finally the State Board of Education established performance standards.
OH	Twelfth-Grade Proficiency Testing	Committees of educators, following agreed-upon methods, recommended standards which were then reviewed by other committees. Based upon all recommendations and reviews, the State Board of Education established performance standards.
OK	Criterion-Referenced Test (OK Core Cur	Okla. used a modified Angoff procedure with committees primarily consisting of content--area leaders. "Cut-score" or performance standard recommendations for each newly introduced assessment submitted to State Board for approval.
OR	Reading and Mathematics Assessment	
OR	Writing Assessment	
PA	Writing Assessment	Writing assessment advisory committee defined the standard

Part 3.20 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
SC	Basic Skills Assessment Program	
SC	Norm-Referenced Testing	Percentile ranks were determined for each grade for reading and math based on 1995 test scores. A percentile for the MAT7 grades was determined by interpolation between the closest BSAP grades with reading and math scores.
TN	TCAP Competency Test	
TX	TX Assessment of Academic Skills (TAAS	STUDENTS: All current tests carry a passing standard equivalent to approximately 70% of the items correct on the base test form. These standards are established by the State Board of Education. SCHOOLS: The Accountability Rating System for Texas Public Schools and School Districts includes student performance results on the TAAS reading and mathematics tests at Grades 3 through 8 and 10, and writing at Grades 4, 8, and 10. The system uses four categories, exemplary, recognized, academically acceptable, and academically unacceptable. For a campus or district rating of Exemplary, at least 90.0 percent of total students and students in each group must pass each section of the TAAS. For a campus or district rating of Recognized, at least 70.0 percent of total students and students in each group must pass each section of the TAAS and Required Improvement must be demonstrated. For a rating of Academically Acceptable (district) or Acceptable (campus), at least 30.0 percent of total students and students in each group must pass each section of the TAAS. Districts and campuses can also receive a rating of Academically Acceptable (district) or Acceptable (campus) if Required Improvement is demonstrated in all low-performing areas and groups. Those districts (or campuses) not meeting the standard for Academically Acceptable (or Acceptable) or higher and not achieving Required Improvement in the low-performing areas will be rated Academically Unacceptable (or Low-performing).
UT	Core Assessment CRT Program	
VA	Literacy Passport Test (LPT)	After fieldtest results were available, standard was set by a committee using a modified Angoff procedure.
VT	New Standards Math	The New Standards project set the performance standards.

Part 3.20 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
WA	Norm Reference	Modified Angoff
WI	WRCT at Grade 3	Test centered, Angoff-type standard setting and subsequent equating.
WV	WV-STEP	
WY	Wyoming Assessment Program	Levels came from scans report. Then there was a correlation study with ACT work'keys.

Part 3.21 If your state has set *student* performance standards on assessments in this component, what are the performance levels?

ST	Program Component	Performance Level One	Perfrormance Level Two	Performance Level Three	Performance Level Four
AK	Norm-Referenced Testing	Mastery	Partial Mastery	Non-Mastery	
AL	Basic Competency Test, Grade 9	Pass	Fail		
AL	Exit Exam	Pass	Fail		
AL	Math End-of Course Test	Level VI	Level III	Level II	Level I
AL	Stanford Achievement Test	Clear	Caution	Alert	
AL	Writing Assessment	Level I	Level II	Level III	Level IV
AR	Criterion Referenced Test				
CT	CT Academic Performance Test (CAPT)	State goal			
CT	CT Mastery Test (CMT)	Statewide Goal			
FL	High School Competency Test (HSCT)				
GA	Curriculum-Based Assessments (CBA)	State Goal	Quality Performance		
GA	GA High School Graduation Tests (GHSGT)	Pass			
GA	Writing Assessment	Inadequate	Minimal	Good	Very Good
HI	Credit by Examination (CbyE)	Pass	Fail		
HI	Test of Essential Competencies (HSTEC)	Pass	Fail		
ID	Direct Mathematics Assessment	Advanced	Proficient	Developing towards Proficiency	Minimal Development
ID	Direct Writing Assessment	Advanced	Proficient	Developing towards Proficiency	Minimal Development
IL	IL Goal Assessment Program (IGAP)	Level 1	Level 2	Level 3	
IN	Statewide Assessment				
KY	Open Response Questions	Distinguished	Proficient	Apprentice	Novice
KY	Portfolio Assessment	Distinguished	Proficient	Apprentice	Novice

Part 3.21 If your state has set *student* performance standards on assessments in this component, what are the performance levels?

ST	Program Component	Performance Level One	Performance Level Two	Performance Level Three	Performance Level Four
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Pass	Fail		
LA	LA Graduation Exit Examination	Pass	Fail		
MD	MD Functional Testing Program	Excellent	Satisfactory		
MI	Employability Skills Portfolio				
MI	MI Educational Assessment Program (MEAP)				
MS	Functional Literacy Examination (FLE)	Maximum Acceptable	Minimum Acceptable	Not Acceptable	
NC	Competency Testing	Pass	Fail		
NC	NC Testing Program	Level I	Level II	Level III	Level IV
NH	NH Ed. Improvement and Assessment Program				
NJ	Grade 11 High School Proficiency Test	Clearly Competent	Minimally Competent	Not Competent	
NJ	Grade 8 Early Warning Test	Pass	Not Pass		
NM	New Mexico High School Competency Exam	Pass/Fail Scores			
NM	Portfolio Writing Assessment	Holistic	Analytic		
NM	Reading Assessment for Grades 1 and 2	Emergent	Competent	Fluent	
NV	High School Proficiency Examination Program	P/F	P/F		
NV	Norm-Referenced Testing	A/I			
NV	Writing Proficiency Examination-Grade 8	A/I			
NY	Occupational Education Proficiency Examinations	Pass/Fail			
NY	Pupil Evaluation Program Tests				
NY	Regents Competency Tests	Below acceptable stds	meets acceptable stds		
NY	Regents Examination Programs	fail	pass		
NY	Second Language Proficiency Examinations	pass	fail		
OH	Fourth-Grade Proficiency Testing	Partially Proficient	Proficient	Advanced	

Part 3.21 If your state has set *student* performance standards on assessments in this component, what are the performance levels?

ST	Program Component	Performance Level One	Perfromance Level Two	Performance Level Three	Performance Level Four
OH	Ninth-Grade Proficiency Testing	Pass	Fail		
OH	Sixth-Grade Proficiency Testing	Partially Proficient	Proficient	Advanced	
OH	Twelfth-Grade Proficiency Testing	Below Proficient	Proficient	Honors	
OK	Criterion-Referenced Test (OK Core Curriculum Tests)	Satisfactory	Unsatisfactory		
OR	Reading and Mathematics Assessment				
OR	Writing Assessment				
PA	Writing Assessment	Minimally Acceptable	Less than Minimally Acceptable		
SC	Basic Skills Assessment Program	Scale Score 700	Writing 3 or above		
SC	Norm-Referenced Testing				
TN	TCAP Competency Test	Passing			
TX	TX Assessment of Academic Skills (TAAS) & TX End-	Met Minimum Expectations	Academic Recoginition		
UT	Core Assessment CRT Program				
VA	Literacy Passport Test (LPT)	Pass	Fail		
VT	New Standards Math	Achieved with Honors	Achieved	Nearly Achieved	Little or No Evidence
WA	Norm Reference	"Performing Like Proficient Student"	"Uncertain"	"Not performing like proficient student"	"Unknown"
WI	WRCT at Grade 3	"Above the Performance Standard"	"Meeting the Performance Standard"	"Below the Performance Standard"	
WV	WV-STEP				
WY	Wyoming Assessment Program	Exemplary	Mastery	Partially Mastery	Non-Mastery

Part 3.23 If your state set *student* performance standards in this component, did different performance standards apply for students with an IEP?

ST	Program Component	Response
AK	Norm-Referenced Testing	No
AL	Basic Competency Test, Grade 9	No
AL	Exit Exam	No
AL	Stanford Achievement Test	No
AL	Writing Assessment	No
AR	Criterion Referenced Test	No
CT	CT Academic Performance Test (CAPT)	No
CT	CT Mastery Test (CMT)	No
FL	High School Competency Test (HSCT)	No
GA	Curriculum-Based Assessments (CBA)	No
GA	GA High School Graduation Tests (GHSGT)	No
GA	Writing Assessment	No
HI	Credit by Examination (CbyE)	No
HI	Test of Essential Competencies (HSTEC)	No
ID	Direct Mathematics Assessment	No
ID	Direct Writing Assessment	No
IL	IL Goal Assessment Program (IGAP)	No
IN	Statewide Assessment	No
KY	Open Response Questions	No
KY	Portfolio Assessment	No
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No
LA	LA Graduation Exit Examination	No
MD	MD Functional Testing Program	No
MI	Employability Skills Portfolio	No
MI	MI Educational Assessment Program (MEAP)	No
MS	Functional Literacy Examination (FLE)	No
NC	Competency Testing	No
NC	NC Testing Program	No
NH	NH Ed. Improvement and Assessment Program	No
NJ	Grade 11 High School Proficiency Test	No
NJ	Grade 8 Early Warning Test	No
NM	New Mexico High School Competency Exam	No
NM	Portfolio Writing Assessment	No
NM	Reading Assessment for Grades 1 and 2	No

BEST COPY AVAILABLE

Part 3.23 If your state set *student* performance standards in this component, did different performance standards apply for students with an IEP?

ST	Program Component	Response
NV	High School Proficiency Examination Program	No
NV	Norm-Referenced Testing	No
NV	Writing Proficiency Examination-Grade 8	No
NY	Occupational Education Proficiency Examinations	No
NY	Pupil Evaluation Program Tests	No
NY	Regents Competency Tests	No
NY	Regents Examination Programs	No
NY	Second Language Proficiency Examinations	No
OH	Fourth-Grade Proficiency Testing	No
OH	Ninth-Grade Proficiency Testing	No
OH	Sixth-Grade Proficiency Testing	No
OH	Twelfth-Grade Proficiency Testing	No
OK	Criterion-Referenced Test (OK Core Curriculum Tests)	No
OR	Reading and Mathematics Assessment	No
OR	Writing Assessment	No
PA	Writing Assessment	No
SC	Basic Skills Assessment Program	No
SC	Norm-Referenced Testing	No
TN	TCAP Competency Test	No
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course	No
UT	Core Assessment CRT Program	No
VA	Literacy Passport Test (LPT)	
VT	New Standards Math	No
WA	Norm Reference	No
WI	WRCT at Grade 3	No
WV	WV-STEP	No
WY	Wyoming Assessment Program	No

Totals by Component Yes=0 No=60

Totals by State Yes=0 No=34

Part 3.24 If your state set *student* performance standards in this component, did different performance standards apply for LEP students?

ST	Program Component	Response
AK	Norm-Referenced Testing	No
AL	Basic Competency Test, Grade 9	No
AL	Exit Exam	No
AL	Stanford Achievement Test	No
AL	Writing Assessment	No
AR	Criterion Referenced Test	MR
CT	CT Academic Performance Test (CAPT)	No
CT	CT Mastery Test (CMT)	No
FL	High School Competency Test (HSCT)	No
GA	Curriculum-Based Assessments (CBA)	No
GA	GA High School Graduation Tests (GHSGT)	No
GA	Writing Assessment	No
HI	Credit by Examination (CbyE)	No
HI	Test of Essential Competencies (HSTEC)	No
ID	Direct Mathematics Assessment	No
ID	Direct Writing Assessment	No
IL	IL Goal Assessment Program (IGAP)	No
IN	Statewide Assessment	No
KY	Open Response Questions	No
KY	Portfolio Assessment	No
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No
LA	LA Graduation Exit Examination	No
MD	MD Functional Testing Program	No
MI	Employability Skills Portfolio	No
MI	MI Educational Assessment Program (MEAP)	No
MS	Functional Literacy Examination (FLE)	No
NC	Competency Testing	No
NC	NC Testing Program	No
NH	NH Ed. Improvement and Assessment Program	No
NJ	Grade 11 High School Proficiency Test	No
NJ	Grade 8 Early Warning Test	No
NM	New Mexico High School Competency Exam	No
NM	Portfolio Writing Assessment	No
NM	Reading Assessment for Grades 1 and 2	No

Part 3.24 If your state set *student* performance standards in this component, did different performance standards apply for LEP students?

ST	Program Component	Response
NV	High School Proficiency Examination Program	No
NV	Norm-Referenced Testing	No
NV	Writing Proficiency Examination-Grade 8	No
NY	Occupational Education Proficiency Examinations	No
NY	Pupil Evaluation Program Tests	No
NY	Regents Competency Tests	No
NY	Regents Examination Programs	No
NY	Second Language Proficiency Examinations	No
OH	Fourth-Grade Proficiency Testing	No
OH	Ninth-Grade Proficiency Testing	No
OH	Sixth-Grade Proficiency Testing	No
OH	Twelfth-Grade Proficiency Testing	No
OK	Criterion-Referenced Test (OK Core Curriculum Tests)	No
OR	Reading and Mathemat cs Assessment	No
OR	Writing Assessment	No
PA	Writing Assessment	No
SC	Basic Skills Assessment Program	No
SC	Norm-Referenced Testing	No
TN	TCAP Competency Test	No
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course	No
UT	Core Assessment CRT Program	No
VA	Literacy Passport Test (LPT)	No
VT	New Standards Math	No
WA	Norm Reference	No
WI	WRCT at Grade 3	No
WV	WV-STEP	No
WY	Wyoming Assessment Program	No

Totals by Component Yes=0 No=60

Totals by State Yes=0 No=34

Part 3.25 Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria				Local Criteria			
ST	Program Component	Response	T/SD	TSEP	CSEP	CREP	T/SD	TSEP	CSEP	CREP
AK	Norm-Referenced Testing	Yes					Y			
AL	Basic Competency Test, Grade 9	Yes								
AL	Differential Aptitude Tests/Career Interest	Yes								
AL	Exit Exam	No								
AL	Math End-of Course Test	No								
AL	Stanford Achievement Test	Yes								
AL	Writing Assessment	Yes								
AR	Criterion Referenced Test	Yes								
AR	Stanford Achievement Test, Eighth Edition	Yes	Y	Y						
AZ	Norm-Referenced Testing	Yes								
CA	Career-Technical Assessment Program (C-TAP)									
CA	Golden State Exams									
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y	Y	Y				
CT	CT Mastery Test (CMT)	Yes					Y	Y	Y	Y
DE	Writing Assessment	Yes								
FL	FL Writing Assessment Program	Yes	Y							
FL	Grade Ten Assessment Test (GTAT)	Yes								
FL	High School Competency Test (HSCT)	Yes	Y							
GA	Curriculum-Based Assessments (CBA)	Yes	Y				Y			
GA	GA High School Graduation Tests (GHSGT)	No								
GA	GA Kindergarten Assessment Program (GKAP)	Yes					Y			
GA	Norm-Referenced Testing	Yes					Y			
GA	Writing Assessment	Yes					Y			
HI	Credit by Examination (CbyE)									
HI	Stanford Achievement Test 8th Edition	Yes	Y	Y						
HI	Test of Essential Competencies (HSTEC)	No								

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
CSEP = Coursework completed in special education settings or programs
CREP = Coursework completed in regular education settings or programs

BEST COPY AVAILABLE

Part 3.25 Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria				Local Criteria			
ST	Program Component	Response	T/SD	TSEP	CSEP	CREP	T/SD	TSEP	CSEP	CREP
ID	Direct Mathematics Assessment	Yes	Y	Y		Y				
ID	Direct Writing Assessment	Yes	Y	Y		Y				
ID	Standardized Testing ITBS & TAP	Yes	Y	Y		Y				
IL	IL Goal Assessment Program (IGAP)	Yes		Y						
IN	Statewide Assessment	Yes					Y	Y	Y	Y
KS	KS Assessment Program	Yes					Y	Y	Y	Y
KY	Open Response Questions	Yes	Y							
KY	Portfolio Assessment	Yes	Y							
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes			Y					
LA	Kindergarten Develop. Readiness Screen. Pro	No								
LA	LA Graduation Exit Examination	Yes			Y					
LA	Norm-Referenced Testing	Yes	Y							
MA	Massachusetts Educational Assessment Progra	Yes		Y				Y		
MD	MD Functional Testing Program	Yes								
MD	MD School Perf. Assessment Program (MSPAP)	Yes		Y						
ME	State Tests	Yes	Y	Y			Y			
MI	Employability Skills Portfolio									
MI	MI Educational Assessment Program (MEAP)	Yes								
MO	MO Mastery and Achievement Test (MMAT)	Yes								
MO	Writing Assessment	Yes								
MS	Functional Literacy Examination (FLE)	No								
MS	Norm-Referenced Testing	Yes	Y							
MS	Subject Area Testing Program (SATP)	No								
MT	Student Assessment Requirement	Yes		Y						

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
CSEP = Coursework completed in special education settings or programs
CREP = Coursework completed in regular education settings or programs

BEST COPY AVAILABLE

Part 3.25 Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria				Local Criteria			
ST	Program Component	Response	T/SD	TSEP	CSEP	CREP	T/SD	TSEP	CSEP	CREP
NC	Competency Testing	Yes	Y							
NC	NC Testing Program	Yes	Y		Y					
NC	Norm-Referenced Testing	Yes	Y		Y					
ND	Norm-referenced Testing	Yes	Y	Y		Y	Y			
NH	NH Ed. Improvement and Assessment Program	Yes								
NJ	Grade 11 High School Proficiency Test	Yes								
NJ	Grade 8 Early Warning Test	Yes								
NM	New Mexico Achievement Assessment	Yes					Y	Y	Y	Y
NM	New Mexico High School Competency Exam	Yes					Y	Y	Y	Y
NM	Portfolio Writing Assessment	Yes					Y	Y	Y	Y
NM	Reading Assessment for Grades 1 and 2	No								
NV	High School Proficiency Examination Program	No								
NV	Norm-Referenced Testing	Yes								
NV	Writing Proficiency Examination-Grade 8	Yes								
NY	Occupational Education Proficiency Examinat	No								
NY	Preliminary Competency Tests	Yes					Y			
NY	Program Evaluation Tests	Yes					Y			
NY	Pupil Evaluation Program Tests	Yes					Y			
NY	Regents Competency Tests	Yes					Y			
NY	Regents Examination Programs	No								
NY	Second Language Proficiency Examinations									
OH	Fourth-Grade Proficiency Testing	Yes					Y		Y	Y
OH	Ninth-Grade Proficiency Testing	Yes					Y		Y	Y
OH	Sixth-Grade Proficiency Testing	Yes					Y		Y	Y
OH	Twelfth-Grade Proficiency Testing	Yes								
OK	Criterion-Referenced Test (OK Core Curricul	Yes								
OK	Norm-referenced test (NRT)-Iowa Test of Bas	Yes								

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
CSEP = Coursework completed in special education settings or programs
CREP = Coursework completed in regular education settings or programs

Part 3.25 Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria				Local Criteria			
ST	Program Component	Response	T/SD	TSEP	CSEP	CREP	T/SD	TSEP	CSEP	CREP
OR	Reading and Mathematics Assessment	Yes								
OR	Writing Assessment	Yes								
PA	Reading and Mathematics Assessment	Yes	Y				Y			
PA	Writing Assessment	Yes	Y				Y			
RI	Health Performance Assessment	No								
RI	Mathematics Performance Assessment	No								
RI	Norm-Referenced-MAT, 7	Yes		Y						
RI	Writing Performance Assessment	No								
SC	Basic Skills Assessment Program	Yes					Y			
SC	Norm-Referenced Testing	Yes					Y			
SD	Norm-referenced	Yes					Y			
TN	TCAP Achievement Test-CRT	Yes					Y	Y		
TN	TCAP Achievement Test-NRT	Yes					Y	Y		
TN	TCAP Competency Test	Yes					Y	Y		
TN	TCAP Writing Assessment	Yes					Y	Y		
TX	TX Assessment of Academic Skills (TAAS) & T	Yes								
UT	Core Assessment CRT Program									
UT	Core Curriculum Testing (Perf. Assessment)									
UT	Norm-Referenced Testing	Yes		Y	Y					
VA	Literacy Passport Test (LPT)	Yes								
VA	Virginia Student Assessment Program (VSAP-N	Yes								
VT	New Standards Math	Yes	Y	Y	Y	Y				
VT	Portfolio Assessment	No								
WA	Norm Reference	Yes					Y	Y	Y	Y

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
CSEP = Coursework completed in special education settings or programs
CREP = Coursework completed in regular education settings or programs

Part 3.25 Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria				Local Criteria			
ST	Program Component	Response	T/SD	TSEP	CSEP	CREP	T/SD	TSEP	CSEP	CREP
WI	WRCT at Grade 3	Yes								
WI	WSAS Knowledge & Concepts	Yes								
WV	Norm-Referenced Testing	Yes	Y	Y	Y	Y				
WV	WV-STEP	Yes	Y	Y	Y	Y				
WV	Writing Assessment	Yes								
WY	Wyoming Assessment Program	No								
	Totals by Component	Yes=84 No=16	23	17	9	8	30	12	10	11
	Totals by State	Yes=44 No=11	15	14	6	5	15	7	6	6

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
CSEP = Coursework completed in special education settings or programs
CREP = Coursework completed in regular education settings or programs

Part 3.26 If students with an IEP were allowed an exemption from assessments in this component, who made the decision?

ST	Program Component	IEP Committee	Parent(s)	Teachers	District Decision	State Regulation	Other
AK	Norm-Referenced Testing	Y	Y	Y	Y		
AL	Basic Competency Test, Grade 9	Y					
AL	Differential Aptitude Tests/Career Interest	Y					
AL	Exit Exam						
AL	Math End-of Course Test						
AL	Stanford Achievement Test	Y					
AL	Writing Assessment	Y					
AR	Criterion Referenced Test	Y					
AR	Stanford Achievement Test, Eighth Edition	Y					
AZ	Norm-Referenced Testing	Y					
CA	Career-Technical Assessment Program (C-TAP)						
CA	Golden State Exams						
CT	CT Academic Performance Test (CAPT)	Y					
CT	CT Mastery Test (CMT)	Y					
DE	Writing Assessment	Y					
FL	FL Writing Assessment Program					Y	
FL	Grade Ten Assessment Test (GTAT)					Y	
FL	High School Competency Test (HSCT)					Y	
GA	Curriculum-Based Assessments (CBA)	Y	Y	Y		Y	
GA	GA High School Graduation Tests (GHSGT)						
GA	GA Kindergarten Assessment Program (GKAP)	Y					
GA	Norm-Referenced Testing	Y					
GA	Writing Assessment	Y					
HI	Credit by Examination (CbyE)						
HI	Stanford Achievement Test 8th Edition	Y	Y	Y	Y	Y	Y
HI	Test of Essential Competencies (HSTEC)						

Part 3.26 If students with an IEP were allowed an exemption from assessments in this component, who made the decision?

ST	Program Component	IEP Committee	Parent(s)	Teachers	District Decision	State Regulation	Other
ID	Direct Mathematics Assessment	Y	Y		Y	Y	
ID	Direct Writing Assessment	Y	Y		Y	Y	
ID	Standardized Testing ITBS & TAP	Y		Y		Y	
IL	IL Goal Assessment Program (IGAP)	Y			Y	Y	
IN	Statewide Assessment	Y					
KS	KS Assessment Program	Y	Y	Y	Y		
KY	Open Response Questions	Y					
KY	Portfolio Assessment	Y					
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Y					
LA	Kindergarten Develop. Readiness Screen. Pro						
LA	LA Graduation Exit Examination	Y					
LA	Norm-Referenced Testing	Y					
MA	Massachusetts Educational Assessment Progra	Y	Y			Y	
MD	MD Functional Testing Program						
MD	MD School Perf. Assessment Program (MSPAP)	Y					
ME	State Tests	Y					
MI	Employability Skills Portfolio						
MI	MI Educational Assessment Program (MEAP)		Y				
MO	MO Mastery and Achievement Test (MMAT)	Y					
MO	Writing Assessment	Y					
MS	Functional Literacy Examination (FLE)						
MS	Norm-Referenced Testing					Y	
MS	Subject Area Testing Program (SATP)						
MT	Student Assessment Requirement				Y		

Part 3.26 If students with an IEP were allowed an exemption from assessments in this component, who made the decision?

ST	Program Component	IEP Committee	Parent(s)	Teachers	District Decision	State Regulation	Other
NC	Competency Testing	Y					
NC	NC Testing Program	Y				Y	
NC	Norm-Referenced Testing	Y					
ND	Norm-referenced Testing	Y	Y	Y	Y	Y	
NH	NH Ed. Improvement and Assessment Program						
NJ	Grade 11 High School Proficiency Test	Y					
NJ	Grade 8 Early Warning Test	Y					
NM	New Mexico Achievement Assessment	Y					
NM	New Mexico High School Competency Exam	Y					
NM	Portfolio Writing Assessment	Y					
NM	Reading Assessment for Grades 1 and 2						
NV	High School Proficiency Examination Program						
NV	Norm-Referenced Testing	Y					
NV	Writing Proficiency Examination-Grade 8	Y					
NY	Occupational Education Proficiency Examinat						
NY	Preliminary Competency Tests	Y					
NY	Program Evaluation Tests	Y					
NY	Pupil Evaluation Program Tests	Y					
NY	Regents Competency Tests	Y					
NY	Regents Examination Programs						
NY	Second Language Proficiency Examinations						
OH	Fourth-Grade Proficiency Testing	Y					
OH	Ninth-Grade Proficiency Testing	Y					
OH	Sixth-Grade Proficiency Testing	Y					
OH	Twelfth-Grade Proficiency Testing						
OK	Criterion-Referenced Test (OK Core Curricul	Y	Y				
OK	Norm-referenced test (NRT)-Iowa Test of Bas	Y	Y				

Part 3.26 If students with an IEP were allowed an exemption from assessments in this component, who made the decision?

ST	Program Component	IEP Committee	Parent(s)	Teachers	District Decision	State Regulation	Other
OR	Reading and Mathematics Assessment	Y					
OR	Writing Assessment	Y					
PA	Reading and Mathematics Assessment	Y	Y	Y	Y	Y	
PA	Writing Assessment	Y	Y	Y	Y	Y	
RI	Health Performance Assessment						
RI	Mathematics Performance Assessment						
RI	Norm-Referenced-MAT, 7					Y	
RI	Writing Performance Assessment						
SC	Basic Skills Assessment Program	Y					
SC	Norm-Referenced Testing	Y					
SD	Norm-referenced				Y		
TN	TCAP Achievement Test-CRT	Y	Y	Y	Y		
TN	TCAP Achievement Test-NRT	Y	Y	Y			
TN	TCAP Competency Test	Y	Y	Y	Y		
TN	TCAP Writing Assessment	Y	Y	Y	Y		
TX	TX Assessment of Academic Skills (TAAS) & T	Y					
UT	Core Assessment CRT Program						
UT	Core Curriculum Testing (Perf. Assessment)						
UT	Norm-Referenced Testing	Y		Y			
VA	Literacy Passport Test (LPT)	Y					
VA	Virginia Student Assessment Program (VSAP-N	Y					
VT	New Standards Math	Y	Y				
VT	Portfolio Assessment						
WA	Norm Reference	Y		Y	Y		

Part 3.26 If students with an IEP were allowed an exemption from assessments in this component, who made the decision?

ST	Program Component	IEP Committee	Parent(s)	Teachers	District Decision	State Regulation	Other
WI	WRCT at Grade 3	Y					
WI	WSAS Knowledge & Concepts	Y				Y	
WV	Norm-Referenced Testing	Y					
WV	WV-STEP	Y					
WV	Writing Assessment	Y					
WY	Wyoming Assessment Program						
	Totals by Component	73	18	14	15	17	1
	Totals by State	37	12	10	11	12	1

Part 3.27A Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ORQ	BrE	MgE	LPE	ORD	SD	ReD	InD	Oth
AK	Norm-Referenced Testing	Yes		Y	Y	Y					
AL	Basic Competency Test, Grade 9	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
AL	Differential Aptitude Tests/Career Inter	Yes			Y			Y	Y		
AL	Exit Exam	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
AL	Math End-of Course Test	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
AL	Stanford Achievement Test	Yes		Y		Y	Y	Y	Y	Y	
AL	Writing Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
AR	Criterion Referenced Test	Yes				Y					
AR	Stanford Achievement Test, Eighth Editio	Yes	Y	Y	Y	Y	Y	Y	Y		
AZ	Norm-Referenced Testing	No									
CA	Career-Technical Assessment Program (C-T										
CA	Golden State Exams										
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y	Y	Y	Y	Y	Y		
CT	CT Mastery Test (CMT)	Yes	Y	Y	Y	Y	Y	Y	Y		
DE	Writing Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
FL	FL Writing Assessment Program	Yes	Y	Y	Y	Y	Y	Y	Y		
FL	Grade Ten Assessment Test (GTAT)	Yes	Y	Y	Y	Y	Y	Y	Y		
FL	High School Competency Test (HSCT)	Yes	Y	Y	Y	Y	Y	Y	Y		
GA	Curriculum-Based Assessments (CBA)	Yes		Y	Y	Y	Y	Y	Y	Y	
GA	GA High School Graduation Tests (GHSGT)	Yes	Y	Y	Y	Y	Y				
GA	GA Kindergarten Assessment Program (GKAP	Yes						Y	Y		
GA	Norm-Referenced Testing	Yes	Y	Y	Y	Y	Y	Y	Y		
GA	Writing Assessment	Yes	Y	Y	Y	Y	Y				
HI	Credit by Examination (CbyE)										
HI	Stanford Achievement Test 8th Edition	Yes	Y	Y		Y	Y	Y	Y	Y	
HI	Test of Essential Competencies (HSTEC)	Yes		Y		Y					Y
ID	Direct Mathematics Assessment	Yes	Y		Y	Y	Y				
ID	Direct Writing Assessment	Yes	Y		Y	Y	Y	Y	Y		
ID	Standardized Testing ITBS & TAP	Yes	Y	Y	Y	Y	Y				Y
IL	IL Goal Assessment Program (IGAP)	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
IN	Statewide Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
KS	KS Assessment Program	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y
KY	Open Response Questions	Yes	Y	Y	Y	Y	Y				
KY	Portfolio Assessment										
LA	Grade 3, 5, and 7 Criterion-Referenced T	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
LA	Kindergarten Develop. Readiness Screen.	No									
LA	LA Graduation Exit Examination	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
LA	Norm-Referenced Testing	Yes	Y	Y	Y	Y	Y	Y	Y	Y	

ORQ = Oral reading of questions
BrE = Braille editions
MgE = Use of magnifying equipment
LPE = Large-print editions
ORD = Oral reading of directions
SD = Signing of directions
ReD = Repeating of directions
InD = Interpretation of directions
Oth = Other

BEST COPY AVAILABLE

Part 3.27A Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ORQ	BrE	MgE	LPE	ORD	SD	ReD	InD	Oth
MA	Massachusetts Educational Assessment Pro	Yes	Y			Y	Y				Y
MD	MD Functional Testing Program	Yes	Y	Y		Y	Y	Y	Y		
MD	MD School Perf. Assessment Program (MSPA	Yes	Y			Y	Y	Y	Y		
ME	State Tests	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
MI	Employability Skills Portfolio										
MI	MI Educational Assessment Program (MEAP)	Yes	Y	Y	Y	Y	Y	Y	Y		
MO	MO Mastery and Achievement Test (MMAT)	Yes	Y	Y		Y	Y				
MO	Writing Assessment	No									
MS	Functional Literacy Examination (FLE)	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
MS	Norm-Referenced Testing	Yes									Y
MS	Subject Area Testing Program (SATP)	Yes		Y		Y					
MT	Student Assessment Requirement										
NC	Competency Testing	Yes	Y	Y	Y	Y	Y	Y	Y		
NC	NC Testing Program	Yes	Y	Y	Y	Y	Y	Y	Y		
NC	Norm-Referenced Testing										
ND	Norm-referenced Testing	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y
NH	NH Ed. Improvement and Assessment Progra	Yes	Y	Y	Y	Y	Y			Y	
NJ	Grade 11 High School Proficiency Test	Yes		Y		Y					
NJ	Grade 8 Early Warning Test	Yes		Y		Y					
NM	New Mexico Achievement Assessment	Yes									Y
NM	New Mexico High School Competency Exam	Yes									Y
NM	Portfolio Writing Assessment	Yes									Y
NM	Reading Assessment for Grades 1 and 2	No									
NV	High School Proficiency Examination Prog	Yes	Y	Y	Y	Y	Y				
NV	Norm-Referenced Testing	Yes									
NV	Writing Proficiency Examination-Grade 8	Yes									
NY	Occupational Education Proficiency Exami	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Preliminary Competency Tests	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Program Evaluation Tests	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Pupil Evaluation Program Tests	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Regents Competency Tests	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Regents Examination Programs	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Second Language Proficiency Examinations	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
OH	Fourth-Grade Proficiency Testing	Yes									Y
OH	Ninth-Grade Proficiency Testing	Yes									Y
OH	Sixth-Grade Proficiency Testing	Yes									Y
OH	Twelfth-Grade Proficiency Testing	Yes									Y

ORQ = Oral reading of questions
BrE = Braille editions
MgE = Use of magnifying equipment
LPE = Large-print editions
ORD = Oral reading of directions
SD = Signing of directions
ReD = Repeating of directions
InD = Interpretation of directions
Oth = Other

Part 3.27A Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ORQ	BrE	MgE	LPE	ORD	SD	ReD	InD	Oth
OK	Criterion-Referenced Test (OK Core Curri	Yes		Y		Y					
OK	Norm-referenced test (NRT)-Iowa Test of	Yes		Y		Y					
OR	Reading and Mathematics Assessment	Yes									
OR	Writing Assessment	Yes									
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
PA	Writing Assessment	Yes	Y		Y		Y	Y	Y	Y	
RI	Health Performance Assessment	Yes	Y	Y	Y	Y	Y			Y	
RI	Mathematics Performance Assessment	Yes	Y	Y	Y	Y	Y			Y	
RI	Norm-Referenced-MAT, 7	No									
RI	Writing Performance Assessment	Yes	Y	Y	Y	Y	Y				
SC	Basic Skills Assessment Program	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
SC	Norm-Referenced Testing	Yes			Y	Y				Y	
SD	Norm-referenced	Yes		Y	Y						
TN	TCAP Achievement Test-CRT	Yes		Y	Y	Y	Y	Y	Y		
TN	TCAP Achievement Test-NRT	Yes		Y	Y	Y	Y	Y	Y		
TN	TCAP Competency Test	Yes	Y	Y	Y	Y	Y	Y	Y		
TN	TCAP Writing Assessment	Yes	Y		Y	Y	Y	Y	Y		
TX	TX Assessment of Academic Skills (TAAS)	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
UT	Core Assessment CRT Program										
UT	Core Curriculum Testing (Perf. Assessmen										
UT	Norm-Referenced Testing	Yes				Y					
VA	Literacy Passport Test (LPT)	Yes	Y	Y	Y	Y	Y	Y	Y		Y
VA	Virginia Student Assessment Program (VSA	Yes									
VT	New Standards Math	Yes	Y		Y	Y	Y	Y	Y	Y	
VT	Portfolio Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
WA	Norm Reference	Yes		Y	Y	Y	Y				
WI	WRCT at Grade 3	Yes		Y	Y	Y	Y	Y	Y		Y
WI	WSAS Knowledge & Concepts	Yes	Y	Y	Y	Y	Y	Y	Y		Y
WV	Norm-Referenced Testing	Yes	Y			Y					
WV	WV-STEP	No									
WV	Writing Assessment	No									
WY	Wyoming Assessment Program	Yes					Y			Y	
	Totals by Component	Yes=91 No=7	58	64	61	73	64	52	51	35	16
	Totals by State	Yes=43 No=6	33	36	31	38	34	26	27	10	10

ORQ = Oral reading of questions
BrE = Braille editions
MgE = Use of magnifying equipment
LPE = Large-print editions
ORD = Oral reading of directions
SD = Signing of directions
ReD = Repeating of directions
InD = Interpretation of directions
Oth = Other

Part 3.27B Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Resp	MRB	TRA	PtR	SL	T/C	Scr	Oth
AK	Norm-Referenced Testing	Yes							
AL	Basic Competency Test, Grade 9	Yes	Y	Y	Y	Y	Y	Y	
AL	Differential Aptitude Tests/Career Interest	Yes							
AL	Exit Exam	Yes	Y	Y	Y	Y	Y	Y	
AL	Math End-of Course Test	Yes	Y	Y	Y	Y	Y	Y	
AL	Stanford Achievement Test	Yes							
AL	Writing Assessment	Yes		Y			Y		
AR	Criterion Referenced Test	Yes						Y	
AR	Stanford Achievement Test, Eighth Edition	Yes	Y		Y	Y		Y	
AZ	Norm-Referenced Testing	No							
CA	Career-Technical Assessment Program (C-TAP)								
CA	Golden State Exams								
CT	CT Academic Performance Test (CAPT)	Yes	Y		Y		Y	Y	
CT	CT Mastery Test (CMT)	Yes	Y		Y		Y	Y	
DE	Writing Assessment	Yes		Y		Y	Y		
FL	FL Writing Assessment Program	Yes				Y	Y	Y	
FL	Grade Ten Assessment Test (GTAT)	Yes				Y	Y	Y	
FL	High School Competency Test (HSCT)	Yes				Y	Y	Y	
GA	Curriculum-Based Assessments (CBA)	Yes	Y		Y	Y		Y	
GA	GA High School Graduation Tests (GHSGT)	Yes	Y	Y	Y		Y	Y	
GA	GA Kindergarten Assessment Program (GKAP)	Yes			Y	Y			
GA	Norm-Referenced Testing	Yes	Y			Y			
GA	Writing Assessment	Yes					Y		
HI	Credit by Examination (CbyE)								
HI	Stanford Achievement Test 8th Edition	Yes			Y			Y	
HI	Test of Essential Competencies (HSTEC)	Yes	Y	Y	Y	Y	Y	Y	
ID	Direct Mathematics Assessment	Yes					Y	Y	
ID	Direct Writing Assessment	Yes					Y	Y	
ID	Standardized Testing ITBS & TAP	Yes			Y			Y	
IL	IL Goal Assessment Program (IGAP)	Yes	Y			Y	Y	Y	
IN	Statewide Assessment	Yes	Y	Y	Y	Y	Y	Y	
KS	KS Assessment Program	Yes	Y	Y	Y	Y	Y	Y	
KY	Open Response Questions	Yes					Y	Y	
KY	Portfolio Assessment								
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes	Y		Y	Y	Y	Y	
LA	Kindergarten Develop. Readiness Screen. Pro	No							
LA	LA Graduation Exit Examination	Yes	Y		Y	Y	Y	Y	
LA	Norm-Referenced Testing	Yes							

MRB = Mark responses in book
TRA = Use template for recording answers
PrR = Point to response
SL = Sign language
T/C = Use typewriter/computer
Scr = Use of scribe
Oth = Other

Part 3.27B Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Resp	MRB	TRA	PtR	SL	T/C	Scr	Oth
MA	Massachusetts Educational Assessment Progra	Yes	Y	Y	Y			Y	Y
MD	MD Functional Testing Program	Yes	Y		Y		Y	Y	
MD	MD School Perf. Assessment Program (MSPAP)	Yes			Y		Y	Y	
ME	State Tests	Yes				Y	Y	Y	Y
MI	Employability Skills Portfolio								
MI	MI Educational Assessment Program (MEAP)	Yes	Y		Y		Y	Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes							
MO	Writing Assessment	No							
MS	Functional Literacy Examination (FLE)	Yes	Y		Y		Y	Y	
MS	Norm-Referenced Testing	Yes							Y
MS	Subject Area Testing Program (SATP)	Yes							
MT	Student Assessment Requirement								
NC	Competency Testing	Yes	Y		Y	Y	Y	Y	
NC	NC Testing Program	Yes	Y		Y	Y	Y	Y	
NC	Norm-Referenced Testing								
ND	Norm-referenced Testing	Yes	Y	Y	Y	Y	Y	Y	Y
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y			Y	Y	
NJ	Grade 11 High School Proficiency Test	Yes			Y	Y	Y	Y	
NJ	Grade 8 Early Warning Test	Yes			Y	Y	Y	Y	
NM	New Mexico Achievement Assessment	Yes							Y
NM	New Mexico High School Competency Exam	Yes							Y
NM	Portfolio Writing Assessment	Yes							Y
NM	Reading Assessment for Grades 1 and 2	No							
NV	High School Proficiency Examination Program	Yes	Y		Y		Y		
NV	Norm-Referenced Testing	Yes							
NV	Writing Proficiency Examination-Grade 8	Yes					Y		
NY	Occupational Education Proficiency Examinat	Yes	Y	Y	Y	Y	Y	Y	
NY	Preliminary Competency Tests	Yes	Y	Y	Y	Y	Y	Y	
NY	Program Evaluation Tests	Yes	Y	Y	Y	Y	Y	Y	
NY	Pupil Evaluation Program Tests	Yes	Y	Y	Y	Y	Y	Y	
NY	Regents Competency Tests	Yes	Y	Y	Y	Y	Y	Y	
NY	Regents Examination Programs	Yes	Y	Y	Y	Y	Y	Y	
NY	Second Language Proficiency Examinations	Yes	Y	Y	Y	Y	Y	Y	
OH	Fourth-Grade Proficiency Testing	Yes							Y
OH	Ninth-Grade Proficiency Testing	Yes							Y
OH	Sixth-Grade Proficiency Testing	Yes							Y
OH	Twelfth-Grade Proficiency Testing	Yes							Y

MRB = Mark responses in book
TRA = Use template for recording answers
PrR = Point to response
SL = Sign language
T/C = Use typewriter/computer
Scr = Use of scribe
Oth = Other

Part 3.27B Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Resp	MRB	TRA	PtR	SL	T/C	Scr	Oth
OK	Criterion-Referenced Test (OK Core Curricul	Yes							
OK	Norm-referenced test (NRT)-Iowa Test of Bas	Yes							
OR	Reading and Mathematics Assessment	Yes							
OR	Writing Assessment	Yes							
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y	Y	Y	Y	
PA	Writing Assessment	Yes				Y	Y	Y	
RI	Health Performance Assessment	Yes							
RI	Mathematics Performance Assessment	Yes							
RI	Norm-Referenced-MAT, 7	No							
RI	Writing Performance Assessment	Yes					Y		
SC	Basic Skills Assessment Program	Yes	Y	Y	Y	Y	Y	Y	
SC	Norm-Referenced Testing	Yes	Y					Y	
SD	Norm-referenced	Yes							
TN	TCAP Achievement Test-CRT	Yes		Y	Y	Y		Y	
TN	TCAP Achievement Test-NRT	Yes		Y	Y	Y		Y	
TN	TCAP Competency Test	Yes	Y	Y	Y	Y		Y	
TN	TCAP Writing Assessment	Yes					Y		
TX	TX Assessment of Academic Skills (TAAS) & T	Yes	Y		Y		Y	Y	
UT	Core Assessment CRT Program								
UT	Core Curriculum Testing (Perf. Assessment)								
UT	Norm-Referenced Testing	Yes							
VA	Literacy Passport Test (LPT)	Yes	Y	Y	Y		Y	Y	
VA	Virginia Student Assessment Program (VSAP-N	Yes							
VT	New Standards Math	Yes	Y		Y	Y		Y	
VT	Portfolio Assessment	Yes	Y	Y	Y	Y	Y	Y	
WA	Norm Reference	Yes	Y		Y	Y		Y	
WI	WRCT at Grade 3	Yes	Y		Y		Y	Y	
WI	WSAS Knowledge & Concepts	Yes			Y		Y	Y	
WV	Norm-Referenced Testing	Yes							
WV	WV-STEP	No							
WV	Writing Assessment	No							
WY	Wyoming Assessment Program	Yes		Y			Y		
	Totals by Component	Yes=91 No=7	41	27	46	39	52	56	11
	Totals by State	Yes=43 No=6	26	16	26	20	31	30	6

MRB = Mark responses in book
TRA = Use template for recording answers
PrR = Point to response
SL = Sign language
T/C = Use typewriter/computer
Scr = Use of scribe
Oth = Other

317 BEST COPY AVAILABLE

Part 3.27C Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SGr	HAS	SEC	Oth
AK	Norm-Referenced Testing	Yes	Y	Y		Y	
AL	Basic Competency Test, Grade 9	Yes	Y	Y	Y	Y	
AL	Differential Aptitude Tests/Career Interest	Yes	Y	Y		Y	
AL	Exit Exam	Yes	Y	Y	Y	Y	
AL	Math End-of Course Test	Yes	Y	Y	Y		
AL	Stanford Achievement Test	Yes	Y	Y	Y	Y	
AL	Writing Assessment	Yes	Y	Y	Y	Y	
AR	Criterion Referenced Test	Yes	Y	Y			
AR	Stanford Achievement Test, Eighth Edition	Yes	Y	Y		Y	
AZ	Norm-Referenced Testing	No					
CA	Career-Technical Assessment Program (C-TAP)						
CA	Golden State Exams						
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y		Y	
CT	CT Mastery Test (CMT)	Yes	Y	Y		Y	
DE	Writing Assessment	Yes	Y	Y			
FL	FL Writing Assessment Program	Yes	Y	Y		Y	
FL	Grade Ten Assessment Test (GTAT)	Yes	Y	Y		Y	
FL	High School Competency Test (HSCT)	Yes	Y	Y		Y	
GA	Curriculum-Based Assessments (CBA)	Yes	Y	Y		Y	
GA	GA High School Graduation Tests (GHSGT)	Yes	Y	Y		Y	
GA	GA Kindergarten Assessment Program (GKAP)	Yes					
GA	Norm-Referenced Testing	Yes	Y	Y		Y	
GA	Writing Assessment	Yes	Y	Y			
HI	Credit by Examination (CbyE)						
HI	Stanford Achievement Test 8th Edition	Yes	Y	Y		Y	
HI	Test of Essential Competencies (HSTEC)	Yes	Y	Y		Y	Y
ID	Direct Mathematics Assessment	Yes	Y	Y		Y	
ID	Direct Writing Assessment	Yes	Y	Y		Y	
ID	Standardized Testing ITBS & TAP	Yes	Y	Y		Y	
IL	IL Goal Assessment Program (IGAP)	Yes	Y	Y		Y	
IN	Statewide Assessment	Yes	Y	Y		Y	
KS	KS Assessment Program	Yes	Y	Y		Y	Y
KY	Open Response Questions	Yes				Y	
KY	Portfolio Assessment						
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes					
LA	Kindergarten Develop. Readiness Screen. Pro	No					
LA	LA Graduation Exit Examination	Yes	Y	Y		Y	
LA	Norm-Referenced Testing	Yes	Y	Y		Y	

ASC = Alone, in study carrel HAS = At home, with appropriate supervision Oth = Other
SGr = With small groups SEC = In special education class

Part 3.27C Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SGr	HAS	SEC	Oth
MA	Massachusetts Educational Assessment Progra	Yes	Y	Y		Y	Y
MD	MD Functional Testing Program	Yes	Y	Y	Y		
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Y	Y			
ME	State Tests	Yes	Y	Y	Y	Y	
MI	Employability Skills Portfolio						
MI	MI Educational Assessment Program (MEAP)	Yes	Y	Y	Y	Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes	Y	Y			
MO	Writing Assessment	No					
MS	Functional Literacy Examination (FLE)	Yes		Y	Y		
MS	Norm-Referenced Testing	Yes					Y
MS	Subject Area Testing Program (SATP)	Yes	Y	Y			
MT	Student Assessment Requirement						
NC	Competency Testing	Yes	Y	Y	Y	Y	
NC	NC Testing Program	Yes	Y	Y	Y	Y	
NC	Norm-Referenced Testing						
ND	Norm-referenced Testing	Yes	Y	Y	Y	Y	Y
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y	Y	Y	
NJ	Grade 11 High School Proficiency Test	Yes	Y	Y	Y	Y	
NJ	Grade 8 Early Warning Test	Yes	Y	Y	Y	Y	
NM	New Mexico Achievement Assessment	Yes					Y
NM	New Mexico High School Competency Exam	Yes					Y
NM	Portfolio Writing Assessment	Yes					Y
NM	Reading Assessment for Grades 1 and 2	No					
NV	High School Proficiency Examination Program	Yes	Y	Y		Y	
NV	Norm-Referenced Testing	Yes	Y	Y		Y	
NV	Writing Proficiency Examination-Grade 8	Yes	Y	Y		Y	
NY	Occupational Education Proficiency Examinat	Yes	Y	Y	Y	Y	
NY	Preliminary Competency Tests	Yes	Y	Y	Y	Y	
NY	Program Evaluation Tests	Yes	Y	Y	Y	Y	
NY	Pupil Evaluation Program Tests	Yes	Y	Y	Y	Y	
NY	Regents Competency Tests	Yes	Y	Y	Y	Y	
NY	Regents Examination Programs	Yes	Y	Y	Y	Y	
NY	Second Language Proficiency Examinations	Yes	Y	Y	Y	Y	
OH	Fourth-Grade Proficiency Testing	Yes					Y
OH	Ninth-Grade Proficiency Testing	Yes					Y
OH	Sixth-Grade Proficiency Testing	Yes					Y
OH	Twelfth-Grade Proficiency Testing	Yes					Y

ASC = Alone, in study carrel HAS = At home, with appropriate supervision Oth = Other
SGr = With small groups SEC = In special education class

319

Part 3.27C Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SGr	HAS	SEC	Oth
OK	Criterion-Referenced Test (OK Core Curricul	Yes					
OK	Norm-referenced test (NRT)-Iowa Test of Bas	Yes					
OR	Reading and Mathematics Assessment	Yes					
OR	Writing Assessment	Yes					
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y	Y	
PA	Writing Assessment	Yes	Y	Y	Y	Y	
RI	Health Performance Assessment	Yes	Y	Y	Y		
RI	Mathematics Performance Assessment	Yes	Y	Y	Y		
RI	Norm-Referenced-MAT, 7	No					
RI	Writing Performance Assessment	Yes	Y	Y			
SC	Basic Skills Assessment Program	Yes	Y	Y	Y	Y	
SC	Norm-Referenced Testing	Yes	Y	Y	Y	Y	
SD	Norm-referenced	Yes					
TN	TCAP Achievement Test-CRT	Yes	Y	Y		Y	
TN	TCAP Achievement Test-NRT	Yes	Y	Y		Y	
TN	TCAP Competency Test	Yes	Y	Y		Y	
TN	TCAP Writing Assessment	Yes	Y	Y		Y	
TX	TX Assessment of Academic Skills (TAAS) & T	Yes	Y	Y	Y	Y	
UT	Core Assessment CRT Program						
UT	Core Curriculum Testing (Perf. Assessment)						
UT	Norm-Referenced Testing	Yes					
VA	Literacy Passport Test (LPT)	Yes	Y	Y	Y	Y	
VA	Virginia Student Assessment Program (VSAP-N	Yes					
VT	New Standards Math	Yes	Y	Y		Y	
VT	Portfolio Assessment	Yes	Y	Y	Y	Y	
WA	Norm Reference	Yes	Y	Y		Y	
WI	WRCT at Grade 3	Yes	Y	Y	Y	Y	Y
WI	WSAS Knowledge & Concepts	Yes	Y	Y	Y	Y	Y
WV	Norm-Referenced Testing	Yes	Y			Y	
WV	WV-STEP	No					
WV	Writing Assessment	No					
WY	Wyoming Assessment Program	Yes	Y	Y			
	Totals by Component	Yes=91 No=7	72	72	33	61	14
	Totals by State	Yes=43 No=6	36	35	17	31	8

ASC = Alone, in study carrel
SGr = With small groups
HAS = At home, with appropriate supervision
SEC = In special education class
Oth = Other

Part 3.27D Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
AK	Norm-Referenced Testing	Yes		Y	Y	
AL	Basic Competency Test, Grade 9	Yes	Y	Y	Y	
AL	Differential Aptitude Tests/Career Interest	Yes				
AL	Exit Exam	Yes	Y	Y	Y	
AL	Math End-of Course Test	Yes	Y	Y	Y	
AL	Stanford Achievement Test	Yes		Y	Y	
AL	Writing Assessment	Yes	Y	Y		
AR	Criterion Referenced Test	Yes	Y			
AR	Stanford Achievement Test, Eighth Edition	Yes		Y	Y	
AZ	Norm-Referenced Testing	No				
CA	Career-Technical Assessment Program (C-TAP)					
CA	Golden State Exams					
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y		
CT	CT Mastery Test (CMT)	Yes	Y	Y		
DE	Writing Assessment	Yes	Y			
FL	FL Writing Assessment Program	Yes	Y	Y		
FL	Grade Ten Assessment Test (GTAT)	Yes	Y	Y		
FL	High School Competency Test (HSCT)	Yes	Y	Y		
GA	Curriculum-Based Assessments (CBA)	Yes	Y	Y	Y	
GA	GA High School Graduation Tests (GHSGT)	Yes	Y	Y		
GA	GA Kindergarten Assessment Program (GKAP)	Yes	Y	Y	Y	
GA	Norm-Referenced Testing	Yes	Y	Y	Y	
GA	Writing Assessment	Yes				
HI	Credit by Examination (CbyE)					
HI	Stanford Achievement Test 8th Edition	Yes	Y		Y	
HI	Test of Essential Competencies (HSTEC)	Yes	Y	Y	Y	Y
ID	Direct Mathematics Assessment	Yes	Y			
ID	Direct Writing Assessment	Yes	Y			
ID	Standardized Testing ITBS & TAP	Yes	Y	Y	Y	
IL	IL Goal Assessment Program (IGAP)	Yes	Y	Y	Y	
IN	Statewide Assessment	Yes	Y	Y	Y	
KS	KS Assessment Program	Yes	Y	Y	Y	Y
KY	Open Response Questions	Yes	Y	Y		
KY	Portfolio Assessment					
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes				
LA	Kindergarten Develop. Readiness Screen. Pro	No				
LA	LA Graduation Exit Examination	Yes	Y	Y	Y	
LA	Norm-Referenced Testing	Yes	Y	Y	Y	
MA	Massachusetts Educational Assessment Progra	Yes	Y	Y	Y	

ExT = Extra testing time (same day) ExS = Extending sessions over multiple days
MBr = More breaks Oth = Other

BEST COPY AVAILABLE

231

Part 3.27D Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
MD	MD Functional Testing Program	Yes	Y	Y	Y	
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Y	Y	Y	
ME	State Tests	Yes	Y	Y	Y	
MI	Employability Skills Portfolio					
MI	MI Educational Assessment Program (MEAP)	Yes				
MO	MO Mastery and Achievement Test (MMAT)	Yes	Y		Y	
MO	Writing Assessment	No				
MS	Functional Literacy Examination (FLE)	Yes	Y	Y		
MS	Norm-Referenced Testing	Yes				Y
MS	Subject Area Testing Program (SATP)	Yes	Y			
MT	Student Assessment Requirement					
NC	Competency Testing	Yes	Y	Y	Y	
NC	NC Testing Program	Yes	Y	Y	Y	
NC	Norm-Referenced Testing					
ND	Norm-referenced Testing	Yes	Y	Y	Y	Y
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y		
NJ	Grade 11 High School Proficiency Test	Yes	Y	Y	Y	
NJ	Grade 8 Early Warning Test	Yes	Y	Y	Y	
NM	New Mexico Achievement Assessment	Yes				Y
NM	New Mexico High School Competency Exam	Yes				Y
NM	Portfolio Writing Assessment	Yes				Y
NM	Reading Assessment for Grades 1 and 2	No				
NV	High School Proficiency Examination Program	Yes	Y	Y		
NV	Norm-Referenced Testing	Yes				
NV	Writing Proficiency Examination-Grade 8	Yes				
NY	Occupational Education Proficiency Examinat	Yes	Y	Y	Y	
NY	Preliminary Competency Tests	Yes	Y	Y	Y	
NY	Program Evaluation Tests	Yes	Y	Y	Y	
NY	Pupil Evaluation Program Tests	Yes	Y	Y	Y	
NY	Regents Competency Tests	Yes	Y	Y	Y	
NY	Regents Examination Programs	Yes	Y	Y	Y	
NY	Second Language Proficiency Examinations	Yes	Y	Y	Y	
OH	Fourth-Grade Proficiency Testing	Yes	Y	Y		Y
OH	Ninth-Grade Proficiency Testing	Yes	Y	Y		Y
OH	Sixth-Grade Proficiency Testing	Yes				Y
OH	Twelfth-Grade Proficiency Testing	Yes	Y	Y		Y
OK	Criterion-Referenced Test (OK Core Curricul	Yes	Y			
OK	Norm-referenced test (NRT)-Iowa Test of Bas	Yes				
OR	Reading and Mathematics Assessment	Yes				
OR	Writing Assessment	Yes				

ExT = Extra testing time (same day) ExS = Extending sessions over multiple days
MBr = More breaks Oth = Other

Part 3.27D Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y	
PA	Writing Assessment	Yes	Y	Y	Y	
RI	Health Performance Assessment	Yes	Y	Y	Y	
RI	Mathematics Performance Assessment	Yes	Y	Y	Y	
RI	Norm-Referenced-MAT, 7	No				
RI	Writing Performance Assessment	Yes	Y	Y	Y	
SC	Basic Skills Assessment Program	Yes	Y	Y	Y	
SC	Norm-Referenced Testing	Yes			Y	
SD	Norm-referenced	Yes				
TN	TCAP Achievement Test-CRT	Yes		Y	Y	
TN	TCAP Achievement Test-NRT	Yes		Y	Y	
TN	TCAP Competency Test	Yes	Y	Y	Y	
TN	TCAP Writing Assessment	Yes				
TX	TX Assessment of Academic Skills (TAAS) & T	Yes	Y	Y	Y	
UT	Core Assessment CRT Program					
UT	Core Curriculum Testing (Perf. Assessment)					
UT	Norm-Referenced Testing	Yes				
VA	Literacy Passport Test (LPT)	Yes			Y	
VA	Virginia Student Assessment Program (VSAP-N	Yes				
VT	New Standards Math	Yes	Y	Y		
VT	Portfolio Assessment	Yes	Y	Y	Y	
WA	Norm Reference	Yes				
WI	WRCT at Grade 3	Yes	Y	Y	Y	
WI	WSAS Knowledge & Concepts	Yes	Y	Y	Y	
WV	Norm-Referenced Testing	Yes	Y	Y	Y	
WV	WV-STEP	No				
WV	Writing Assessment	No				
WY	Wyoming Assessment Program	Yes	Y	Y		
	Totals by Component	Yes=91 No=7	65	62	50	11
	Totals by State	Yes=43 No=6	35	33	27	6

ExT = Extra testing time (same day)
MBr = More breaks
ExS = Extending sessions over multiple days
Oth = Other

Part 3.27E Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Response	OLT	WLD	Oth
AK	Norm-Referenced Testing	Yes	Y		
AL	Basic Competency Test, Grade 9	Yes			
AL	Differential Aptitude Tests/Career Interest	Yes			
AL	Exit Exam	Yes			
AL	Math End-of Course Test	Yes			
AL	Stanford Achievement Test	Yes			
AL	Writing Assessment	Yes			
AR	Criterion Referenced Test	Yes			
AR	Stanford Achievement Test, Eighth Edition	Yes			
AZ	Norm-Referenced Testing	No			
CA	Career-Technical Assessment Program (C-TAP)				
CA	Golden State Exams				
CT	CT Academic Performance Test (CAPT)	Yes	Y		
CT	CT Mastery Test (CMT)	Yes	Y		
DE	Writing Assessment	Yes			
FL	FL Writing Assessment Program	Yes			
FL	Grade Ten Assessment Test (GTAT)	Yes			
FL	High School Competency Test (HSCT)	Yes			
GA	Curriculum-Based Assessments (CBA)	Yes		Y	
GA	GA High School Graduation Tests (GHSGT)	Yes			
GA	GA Kindergarten Assessment Program (GKAP)	Yes			
GA	Norm-Referenced Testing	Yes	Y		
GA	Writing Assessment	Yes			
HI	Credit by Examination (CbyE)				
HI	Stanford Achievement Test 8th Edition	Yes			
HI	Test of Essential Competencies (HSTEC)	Yes			
ID	Direct Mathematics Assessment	Yes			
ID	Direct Writing Assessment	Yes			
ID	Standardized Testing ITBS & TAP	Yes			
IL	IL Goal Assessment Program (IGAP)	Yes			
IN	Statewide Assessment	Yes			
KS	KS Assessment Program	Yes	Y		
KY	Open Response Questions	Yes			
KY	Portfolio Assessment				
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes			
LA	Kindergarten Develop. Readiness Screen. Pro	No			
LA	LA Graduation Exit Examination	Yes		Y	
LA	Norm-Referenced Testing	Yes		Y	

OLT = Out-of-level testing WLD = Use of word lists/dictionaries Oth = Other

Part 3.27E Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Response	OLT	WLD	Oth
MA	Massachusetts Educational Assessment Progra	Yes			
MD	MD Functional Testing Program	Yes			
MD	MD School Perf. Assessment Program (MSPAP)	Yes			
ME	State Tests	Yes	Y	Y	
MI	Employability Skills Portfolio				
MI	MI Educational Assessment Program (MEAP)	Yes			
MO	MO Mastery and Achievement Test (MMAT)	Yes			
MO	Writing Assessment	No			
MS	Functional Literacy Examination (FLE)	Yes			
MS	Norm-Referenced Testing	Yes			Y
MS	Subject Area Testing Program (SATP)	Yes			
MT	Student Assessment Requirement				
NC	Competency Testing	Yes		Y	
NC	NC Testing Program	Yes		Y	
NC	Norm-Referenced Testing				
ND	Norm-referenced Testing	Yes	Y	Y	Y
NH	NH Ed. Improvement and Assessment Program	Yes			
NJ	Grade 11 High School Proficiency Test	Yes			
NJ	Grade 8 Early Warning Test	Yes			
NM	New Mexico Achievement Assessment	Yes			Y
NM	New Mexico High School Competency Exam	Yes			Y
NM	Portfolio Writing Assessment	Yes			Y
NM	Reading Assessment for Grades 1 and 2	No			
NV	High School Proficiency Examination Program	Yes			
NV	Norm-Referenced Testing	Yes			
NV	Writing Proficiency Examination-Grade 8	Yes			
NY	Occupational Education Proficiency Examinat	Yes	Y	Y	
NY	Preliminary Competency Tests	Yes			
NY	Program Evaluation Tests	Yes			
NY	Pupil Evaluation Program Tests	Yes			
NY	Regents Competency Tests	Yes		Y	
NY	Regents Examination Programs	Yes	Y	Y	
NY	Second Language Proficiency Examinations	Yes	Y		
OH	Fourth-Grade Proficiency Testing	Yes		Y	
OH	Ninth-Grade Proficiency Testing	Yes		Y	Y
OH	Sixth-Grade Proficiency Testing	Yes			Y
OH	Twelfth-Grade Proficiency Testing	Yes		Y	

OLT = Out-of-level testing WLD = Use of word lists/dictionaries Oth = Other

Part 3.27E Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Response	OLT	WLD	Oth
OK	Criterion-Referenced Test (OK Core Curricul	Yes			
OK	Norm-referenced test (NRT)-Iowa Test of Bas	Yes			
OR	Reading and Mathematics Assessment	Yes			
OR	Writing Assessment	Yes			
PA	Reading and Mathematics Assessment	Yes			
PA	Writing Assessment	Yes		Y	
RI	Health Performance Assessment	Yes			
RI	Mathematics Performance Assessment	Yes			
RI	Norm-Referenced-MAT, 7	No			
RI	Writing Performance Assessment	Yes			
SC	Basic Skills Assessment Program	Yes		Y	
SC	Norm-Referenced Testing	Yes			
SD	Norm-referenced	Yes			
TN	TCAP Achievement Test-CRT	Yes			
TN	TCAP Achievement Test-NRT	Yes			
TN	TCAP Competency Test	Yes			
TN	TCAP Writing Assessment	Yes			
TX	TX Assessment of Academic Skills (TAAS) & T	Yes			
UT	Core Assessment CRT Program				
UT	Core Curriculum Testing (Perf. Assessment)				
UT	Norm-Referenced Testing	Yes			
VA	Literacy Passport Test (LPT)	Yes		Y	
VA	Virginia Student Assessment Program (VSAP-N	Yes			
VT	New Standards Math	Yes			
VT	Portfolio Assessment	Yes		Y	
WA	Norm Reference	Yes			
WI	WRCT at Grade 3	Yes			
WI	WSAS Knowledge & Concepts	Yes			
WV	Norm-Referenced Testing	Yes	Y		
WV	WV-STEP	No			
WV	Writing Assessment	No			
WY	Wyoming Assessment Program	Yes			
	Totals by Component	Yes=91 No=7	11	17	7
	Totals by State	Yes=43 No=6	8	11	4

OLT = Out-of-level testing WLD = Use of word lists/dictionaries Oth = Other

Part 3.28 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *students with an IEP*?
If "Yes," describe.

ST	Program Component	Response	Describe
AK	Norm-Referenced Testing	No	
AL	Basic Competency Test, Grade 9	No	
AL	Differential Aptitude Tests/Career Interest Inventory	No	
AL	Exit Exam	No	
AL	Math End-of Course Test	No	
AL	Stanford Achievement Test	No	
AL	Writing Assessment	No	
AR	Criterion Referenced Test	No	
AR	Stanford Achievement Test, Eighth Edition	No	
AZ	Norm-Referenced Testing	No	
CA	Career-Technical Assessment Program (C-TAP)		
CA	Golden State Exams		
CT	CT Academic Performance Test (CAPT)	No	
CT	CT Mastery Test (CMT)	No	
DE	Writing Assessment	No	
FL	FL Writing Assessment Program	No	
FL	Grade Ten Assessment Test (GTAT)	No	
FL	High School Competency Test (HSCT)	No	
GA	Curriculum-Based Assessments (CBA)	No	
GA	GA High School Graduation Tests (GHSGT)	No	
GA	GA Kindergarten Assessment Program (GKAP)	No	
GA	Norm-Referenced Testing	No	
GA	Writing Assessment	No	
HI	Credit by Examination (CbyE)		
HI	Stanford Achievement Test 8th Edition	No	
HI	Test of Essential Competencies (HSTEC)	No	

BEST COPY AVAILABLE

Part 3.28 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *students with an IEP*?
If "Yes," describe.

ST	Program Component	Response	Describe
ID	Direct Mathematics Assessment	No	
ID	Direct Writing Assessment	No	
ID	Standardized Testing ITBS & TAP	No	
IL	IL Goal Assessment Program (IGAP)	No	
IN	Statewide Assessment	No	
KS	KS Assessment Program	No	
KY	Open Response Questions	No	
KY	Portfolio Assessment	No	
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No	
LA	Kindergarten Develop. Readiness Screen. Prog.	No	
LA	LA Graduation Exit Examination	No	
LA	Norm-Referenced Testing	No	
MA	Massachusetts Educational Assessment Program	No	
MD	MD Functional Testing Program	No	
MD	MD School Perf. Assessment Program (MSPAP)	No	
ME	State Tests	No	
MI	Employability Skills Portfolio		
MI	MI Educational Assessment Program (MEAP)	No	
MO	MO Mastery and Achievement Test (MMAT)	No	
MO	Writing Assessment	No	
MS	Functional Literacy Examination (FLE)	No	
MS	Norm-Referenced Testing	No	
MS	Subject Area Testing Program (SATP)	No	
MT	Student Assessment Requirement	No	

Part 3.28 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *students with an IEP*? If "Yes," describe.

ST	Program Component	Response	Describe
NC	Competency Testing	Yes	Locals districts have options regarding use of alternative assessments
NC	NC Testing Program	Yes	Locals districts have options regarding use of alternative assessments
NC	Norm-Referenced Testing	No	
ND	Norm-referenced Testing	No	
NH	NH Ed. Improvement and Assessment Program	No	
NJ	Grade 11 High School Proficiency Test	Yes	Portfolio may used to meet graduation testing requirements
NJ	Grade 8 Early Warning Test	No	
NM	New Mexico Achievement Assessment	Yes	SEA allows LEA to create and administer appropriate alternative assessments
NM	New Mexico High School Competency Exam	Yes	SEA allows LEA to create and administer appropriate alternative assessments
NM	Portfolio Writing Assessment	Yes	SEA allows LEA to create and administer appropriate alternative assessments
NM	Reading Assessment for Grades 1 and 2	Yes	local option
NV	High School Proficiency Examination Program	No	
NV	Norm-Referenced Testing	No	
NV	Writing Proficiency Examination-Grade 8	No	
NY	Occupational Education Proficiency Examinations	No	
NY	Preliminary Competency Tests	No	
NY	Program Evaluation Tests	No	
NY	Pupil Evaluation Program Tests	No	
NY	Regents Competency Tests	No	
NY	Regents Examination Programs	No	
NY	Second Language Proficiency Examinations	No	
OH	Fourth-Grade Proficiency Testing	No	
OH	Ninth-Grade Proficiency Testing	No	
OH	Sixth-Grade Proficiency Testing	No	
OH	Twelfth-Grade Proficiency Testing	No	

Part 3.28 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *students with an IEP*?
If "Yes," describe.

ST	Program Component	Response	Describe
OK	Criterion-Referenced Test (OK Core Curriculum Tests)	No	
OK	Norm-referenced test (NRT)-Iowa Test of Basic Skills	No	
OR	Reading and Mathematics Assessment	No	
OR	Writing Assessment	No	
PA	Reading and Mathematics Assessment	No	
PA	Writing Assessment	No	
RI	Health Performance Assessment	No	
RI	Mathematics Performance Assessment	No	
RI	Norm-Referenced-MAT, 7	No	
RI	Writing Performance Assessment	No	
SC	Basic Skills Assessment Program	Yes	IEP: by committees of ELS and LEP writing specialists using alternative scoring scale LEP: by committees of ELS and LEP writing specialists using alternative scoring scale
SC	Norm-Referenced Testing	No	
SD	Norm-referenced	No	
TN	TCAP Achievement Test-CRT	No	
TN	TCAP Achievement Test-NRT	No	
TN	TCAP Competency Test	No	
TN	TCAP Writing Assessment	No	
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Cou	Yes	A new alternative assessment procedure was phased in. Districts were required to give an appropriate alternative assessment based on state-approved guidelines but were not asked to submit any test scores or other data to the state.
UT	Core Assessment CRT Program		
UT	Core Curriculum Testing (Perf. Assessment)		
UT	Norm-Referenced Testing	No	

Part 3.28 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *students with an IEP*?
If "Yes," describe.

ST	Program Component	Response	Describe
VA	Literacy Passport Test (LPT)	No	
VA	Virginia Student Assessment Program (VSAP-NRT)	No	
VT	New Standards Math	No	
VT	Portfolio Assessment	No	
WA	Norm Reference	No	
WI	WRCT at Grade 3	No	
WI	WSAS Knowledge & Concepts	No	
WV	Norm-Referenced Testing	No	
WV	WV-STEP	No	
WV	Writing Assessment	No	
WY	Wyoming Assessment Program	No	

Totals by Component Yes=9
No=92

Totals by State Yes=5
No=43

Part 3.29 Were LEP students allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	TUS	TSc	TPr	ELP	Oth	TUS	TSc	TPr	ELP	Oth
AK	Norm-Referenced Testing	Yes		Y		Y						
AL	Basic Competency Test, Grade 9	Yes				Y						
AL	Differential Aptitude Tests/Career I	Yes				Y						
AL	Exit Exam	No										
AL	Math End-of Course Test	Yes				Y						
AL	Stanford Achievement Test	Yes				Y						
AL	Writing Assessment	Yes				Y						
AR	Criterion Referenced Test	No										
AR	Stanford Achievement Test, Eighth Ed	Yes									Y	
AZ	Norm-Referenced Testing	Yes										
CA	Career-Technical Assessment Program											
CA	Golden State Exams											
CT	CT Academic Performance Test (CAPT)	Yes			Y							
CT	CT Mastery Test (CMT)	Yes			Y							
DE	Writing Assessment	Yes							Y	Y	Y	
FL	FL Writing Assessment Program	Yes			Y							
FL	Grade Ten Assessment Test (GTAT)	Yes			Y							
FL	High School Competency Test (HSCT)	Yes			Y							
GA	Curriculum-Based Assessments (CBA)	No										
GA	GA High School Graduation Tests (GHS	No										
GA	GA Kindergarten Assessment Program (	Yes		Y				Y			Y	
GA	Norm-Referenced Testing	Yes									Y	
GA	Writing Assessment	No										
HI	Credit by Examination (CbyE)											
HI	Stanford Achievement Test 8th Editio	Yes	Y			Y						
HI	Test of Essential Competencies (HSTE	No										
ID	Direct Mathematics Assessment	Yes	Y	Y	Y							
ID	Direct Writing Assessment	Yes	Y	Y	Y							
ID	Standardized Testing ITBS & TAP	Yes	Y	Y	Y	Y						
IL	IL Goal Assessment Program (IGAP)	Yes			Y						Y	
IN	Statewide Assessment	No										
KS	KS Assessment Program	Yes									Y	
KY	Open Response Questions	No										
KY	Portfolio Assessment	No										
LA	Grade 3, 5, and 7 Criterion-Referenc	Yes	Y									
LA	Kindergarten Develop. Readiness Scre	No										
LA	LA Graduation Exit Examination	Yes	Y									
LA	Norm-Referenced Testing	Yes	Y									

TUS = Time in U.S.
TSc = Time in school
TPr = Time in ESL program
ELP = English language proficiency
Oth = Other

Part 3.29 Were LEP students allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	TUS	TSc	TPr	ELP	Oth	TUS	TSc	TPr	ELP	Oth
MA	Massachusetts Educational Assessment	Yes			Y		Y					
MD	MD Functional Testing Program	Yes										
MD	MD School Perf. Assessment Program (	Yes	Y			Y						
ME	State Tests	Yes				Y					Y	
MI	Employability Skills Portfolio											
MI	MI Educational Assessment Program (M	No										
MO	MO Mastery and Achievement Test (MMA	Yes										Y
MO	Writing Assessment	Yes										
MS	Functional Literacy Examination (FLE	No										
MS	Norm-Referenced Testing	Yes						Y	Y	Y	Y	
MS	Subject Area Testing Program (SATP)	No										
MT	Student Assessment Requirement	No										
NC	Competency Testing	Yes				Y						
NC	NC Testing Program	Yes				Y		Y	Y	Y	Y	
NC	Norm-Referenced Testing	Yes				Y						
ND	Norm-referenced Testing	No										
NH	NH Ed. Improvement and Assessment Pr	Yes										
NJ	Grade 11 High School Proficiency Tes	Yes	Y		Y	Y						
NJ	Grade 8 Early Warning Test	Yes	Y		Y	Y						
NM	New Mexico Achievement Assessment	Yes						Y	Y	Y	Y	Y
NM	New Mexico High School Competency Ex	Yes						Y	Y	Y	Y	Y
NM	Portfolio Writing Assessment	Yes						Y	Y	Y	Y	Y
NM	Reading Assessment for Grades 1 and	Yes										
NV	High School Proficiency Examination	No										
NV	Norm-Referenced Testing	Yes				Y						
NV	Writing Proficiency Examination-Grad	Yes										
NY	Occupational Education Proficiency E	No										
NY	Preliminary Competency Tests	Yes	Y									
NY	Program Evaluation Tests	Yes	Y									
NY	Pupil Evaluation Program Tests	Yes	Y									
NY	Regents Competency Tests	Yes	Y									
NY	Regents Examination Programs	No										
NY	Second Language Proficiency Examinat											
OH	Fourth-Grade Proficiency Testing	No										
OH	Ninth-Grade Proficiency Testing	No										
OH	Sixth-Grade Proficiency Testing	No										
OH	Twelfth-Grade Proficiency Testing	No										

TUS = Time in U.S.
TSc = Time in school
TPr = Time in ESL program
ELP = English language proficiency
Oth = Other

BEST COPY AVAILABLE

Part 3.29 Were LEP students allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	TUS	TSc	TPr	ELP	Oth	TUS	TSc	TPr	ELP	Oth
OK	Criterion-Referenced Test (OK Core C	Yes		Y		Y	Y					
OK	Norm-referenced test (NRT)-Iowa Test	Yes		Y		Y	Y					
OR	Reading and Mathematics Assessment	Yes										
OR	Writing Assessment	Yes										
PA	Reading and Mathematics Assessment	Yes		Y								
PA	Writing Assessment	Yes		Y								
RI	Health Performance Assessment	No										
RI	Mathematics Performance Assessment	No										
RI	Norm-Referenced-MAT, 7	Yes	Y	Y								
RI	Writing Performance Assessment	No										
SC	Basic Skills Assessment Program	Yes									Y	
SC	Norm-Referenced Testing	Yes									Y	
SD	Norm-referenced	Yes	Y									
TN	TCAP Achievement Test-CRT	Yes	Y	Y	Y	Y						
TN	TCAP Achievement Test-NRT	Yes	Y	Y	Y	Y						
TN	TCAP Competency Test	No	Y	Y	Y	Y						
TN	TCAP Writing Assessment	Yes	Y	Y	Y	Y						
TX	TX Assessment of Academic Skills (TA	Yes		Y		Y						
UT	Core Assessment CRT Program											
UT	Core Curriculum Testing (Perf. Asses											
UT	Norm-Referenced Testing	Yes		Y								
VA	Literacy Passport Test (LPT)	Yes	Y	Y								
VA	Virginia Student Assessment Program	Yes				Y						
VT	New Standards Math	Yes			Y			Y	Y	Y	Y	
VT	Portfolio Assessment	No										
WA	Norm Reference	Yes					Y					Y
WI	WRCT at Grade 3	Yes										
WI	WSAS Knowledge & Concepts	Yes				Y						
WV	Norm-Referenced Testing	Yes		Y								
WV	WV-STEP	Yes		Y								
WV	Writing Assessment	Yes		Y								
WY	Wyoming Assessment Program											
	Totals by Component	Yes=72 No=27	20	19	16	24	4	7	7	7	15	5
	Totals by State	Yes=38 No=16	10	12	8	14	3	5	5	6	11	3

TUS = Time in U.S.
TSc = Time in school
TPr = Time in ESL program
ELP = English language proficiency
Oth = Other

Part 3.30 If LEP students were allowed deferrals (i.e., postponing the time when the test must be taken), what was the longest time one could have granted?

ST	Program Component	Response
AK	Norm-Referenced Testing	Three years
AL	Basic Competency Test, Grade 9	One year
AL	Exit Exam	Two years
AL	Math End-of Course Test	
AL	Stanford Achievement Test	
AL	Writing Assessment	
AR	Stanford Achievement Test, Eighth Edition	
AZ	Norm-Referenced Testing	Three years
CT	CT Academic Performance Test (CAPT)	
CT	CT Mastery Test (CMT)	
DE	Writing Assessment	
FL	FL Writing Assessment Program	
FL	Grade Ten Assessment Test (GTAT)	
FL	High School Competency Test (HSCT)	
GA	GA Kindergarten Assessment Program (GKAP)	Less than one year
GA	Norm-Referenced Testing	
HI	Stanford Achievement Test 8th Edition	One year
ID	Direct Mathematics Assessment	
ID	Direct Writing Assessment	
ID	Standardized Testing ITBS & TAP	
IL	IL Goal Assessment Program (IGAP)	Three years
KS	KS Assessment Program	
LA	Grade 3, 5, and 7 Criterion-Referenced Tes	Two years
LA	LA Graduation Exit Examination	Two years
LA	Norm-Referenced Testing	Two years
MA	Massachusetts Educational Assessment Progr	Three years
MD	MD Functional Testing Program	
MD	MD School Perf. Assessment Program (MSPAP)	
ME	State Tests	
MO	MO Mastery and Achievement Test (MMAT)	
MO	Writing Assessment	
MS	Norm-Referenced Testing	
NC	Competency Testing	More than three years
NC	NC Testing Program	Two years
NC	Norm-Referenced Testing	
NH	NH Ed. Improvement and Assessment Program	
NJ	Grade 11 High School Proficiency Test	Three years
NJ	Grade 8 Early Warning Test	Three years
NM	New Mexico Achievement Assessment	
NM	New Mexico High School Competency Exam	
NM	Portfolio Writing Assessment	
NM	Reading Assessment for Grades 1 and 2	

Part 3.30 If LEP students were allowed deferrals (i.e., postponing the time when the test must be taken), what was the longest time one could have granted?

ST	Program Component	Response
NV	Norm-Referenced Testing	More than three years
NV	Writing Proficiency Examination-Grade 8	More than three years
NY	Preliminary Competency Tests	
NY	Program Evaluation Tests	
NY	Pupil Evaluation Program Tests	
NY	Regents Competency Tests	
OK	Criterion-Referenced Test (OK Core Curricu	Three years
OK	Norm-referenced test (NRT)-Iowa Test of Ba	Three years
OR	Reading and Mathematics Assessment	
OR	Writing Assessment	
PA	Reading and Mathematics Assessment	
PA	Writing Assessment	
RI	Norm-Referenced-MAT, 7	Two years
SC	Basic Skills Assessment Program	
SC	Norm-Referenced Testing	
SD	Norm-referenced	One year
TN	TCAP Achievement Test-CRT	Three years
TN	TCAP Achievement Test-NRT	Three years
TN	TCAP Writing Assessment	Three years
TX	TX Assessment of Academic Skills (TAAS) &	One year
UT	Norm-Referenced Testing	
VA	Literacy Passport Test (LPT)	Three years
VA	Virginia Student Assessment Program (VSAP-	
VT	New Standards Math	More than three years
WA	Norm Reference	
WI	WRCT at Grade 3	
WI	WSAS Knowledge & Concepts	
WV	Norm-Referenced Testing	
WV	WV-STEP	
WV	Writing Assessment	

Totals by Component

Less than one year=1
One year=4
Two Years=8
Three Years=13
More than three years=5

Totals by State

Less than one year=1
One year=4
Two Years=5
Three Years=8
More than three years=3

Part 3.31A Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ReD	InD	ORQE	ORQN	PAT	TrD	TrT	Oth
AK	Norm-Referenced Testing	No								
AL	Basic Competency Test, Grade 9	No								
AL	Differential Aptitude Tests/Career Inter	No								
AL	Exit Exam	No								
AL	Math End-of Course Test	No								
AL	Stanford Achievement Test	No								
AL	Writing Assessment	No								
AR	Criterion Referenced Test	No								
AR	Stanford Achievement Test, Eighth Editio	Yes	Y				Y			
AZ	Norm-Referenced Testing	No								
CA	Career-Technical Assessment Program (C-T									
CA	Golden State Exams									
CT	CT Academic Performance Test (CAPT)	No								
CT	CT Mastery Test (CMT)	No								
DE	Writing Assessment	Yes	Y	Y	Y	Y	Y			
FL	FL Writing Assessment Program	No								
FL	Grade Ten Assessment Test (GTAT)	No								
FL	High School Competency Test (HSCT)	Yes								Y
GA	Curriculum-Based Assessments (CBA)	Yes	Y	Y			Y	Y		
GA	GA High School Graduation Tests (GHSGT)	Yes					Y			
GA	GA Kindergarten Assessment Program (GKAP	Yes					Y			
GA	Norm-Referenced Testing	Yes					Y			
GA	Writing Assessment	No								
HI	Credit by Examination (CbyE)									
HI	Stanford Achievement Test 8th Edition	Yes								
HI	Test of Essential Competencies (HSTEC)	No								
ID	Direct Mathematics Assessment	Yes	Y		Y	Y	Y	Y		
ID	Direct Writing Assessment	Yes	Y		Y	Y	Y	Y		
ID	Standardized Testing ITBS & TAP	Yes	Y		Y	Y	Y			
IL	IL Goal Assessment Program (IGAP)	Yes								Y
IN	Statewide Assessment	No								
KS	KS Assessment Program	Yes	Y	Y	Y	Y	Y	Y	Y	Y
KY	Open Response Questions	No								
KY	Portfolio Assessment									
LA	Grade 3, 5, and 7 Criterion-Referenced T	Yes	Y	Y			Y			
LA	Kindergarten Develop. Readiness Screen.	No								
LA	LA Graduation Exit Examination	Yes	Y	Y			Y			
LA	Norm-Referenced Testing	Yes	Y	Y			Y			
MA	Massachusetts Educational Assessment Pro	No								

ReD = Repeating of directions
InD = Interpretation of directions
ORQE=Oral reading of quesitos in English
ORQN=Oral reading of questions in native language
PAT = Familar person gives test
TrD = Translation of directions
TrT = Translation of test into native language
Oth = Other

Part 3.31A Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ReD	InD	ORQE	ORQN	PAT	TrD	TrT	Oth
MD	MD Functional Testing Program	Yes	Y		Y					
MD	MD School Perf. Assessment Program (MSPA	Yes	Y		Y					
ME	State Tests	Yes	Y		Y	Y	Y	Y		
MI	Employability Skills Portfolio									
MI	MI Educational Assessment Program (MEAP)	Yes	Y	Y				Y		
MO	MO Mastery and Achievement Test (MMAT)	Yes								
MO	Writing Assessment	Yes								
MS	Functional Literacy Examination (FLE)	Yes	Y		Y		Y			
MS	Norm-Referenced Testing	Yes								Y
MS	Subject Area Testing Program (SATP)	Yes								
MT	Student Assessment Requirement	No								
NC	Competency Testing	Yes			Y		Y	Y		
NC	NC Testing Program	Yes	Y	Y	Y					
NC	Norm-Referenced Testing	No								
ND	Norm-referenced Testing	No								
NH	NH Ed. Improvement and Assessment Progra	Yes	Y	Y	Y	Y	Y	Y	Y	
NJ	Grade 11 High School Proficiency Test	No								
NJ	Grade 8 Early Warning Test	No								
NM	New Mexico Achievement Assessment	No								
NM	New Mexico High School Competency Exam	Yes							Y	
NM	Portfolio Writing Assessment	No								
NM	Reading Assessment for Grades 1 and 2	No								
NV	High School Proficiency Examination Prog	Yes	Y	Y						
NV	Norm-Referenced Testing	No								
NV	Writing Proficiency Examination-Grade 8	Yes								
NY	Occupational Education Proficiency Exami	Yes	Y	Y	Y	Y	Y			
NY	Preliminary Competency Tests	Yes	Y	Y	Y	Y	Y			
NY	Program Evaluation Tests	Yes	Y	Y	Y	Y	Y	Y		
NY	Pupil Evaluation Program Tests	Yes	Y	Y		Y		Y	Y	
NY	Regents Competency Tests	Yes	Y	Y	Y	Y	Y	Y	Y	
NY	Regents Examination Programs	Yes	Y	Y	Y	Y	Y	Y	Y	
NY	Second Language Proficiency Examinations	No								
OH	Fourth-Grade Proficiency Testing	Yes								
OH	Ninth-Grade Proficiency Testing	Yes	Y	Y				Y		
OH	Sixth-Grade Proficiency Testing	Yes								
OH	Twelfth-Grade Proficiency Testing	Yes								
OK	Criterion-Referenced Test (OK Core Curri	No								
OK	Norm-referenced test (NRT)-Iowa Test of	No								
OR	Reading and Mathematics Assessment	Yes								
OR	Writing Assessment	Yes								

ReD = Repeating of directions
InD = Interpretation of directions
ORQE=Oral reading of quesitos in English
ORQN=Oral reading of questions in native language
PAT = Familar person gives test
TrD = Translation of directions
TrT = Translation of test into native language
Oth = Other

Part 3.31A Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ReD	InD	ORQE	ORQN	PAT	TrD	TrT	Oth
PA	Reading and Mathematics Assessment	Yes	Y	Y				Y		
PA	Writing Assessment	Yes	Y	Y				Y		
RI	Health Performance Assessment	Yes	Y	Y	Y	Y		Y	Y	
RI	Mathematics Performance Assessment	Yes	Y	Y	Y	Y		Y	Y	
RI	Norm-Referenced-MAT, 7	No								
RI	Writing Performance Assessment	Yes	Y	Y				Y	Y	
SC	Basic Skills Assessment Program	Yes								
SC	Norm-Referenced Testing	Yes		Y						
SD	Norm-referenced	No								
TN	TCAP Achievement Test-CRT	Yes					Y			
TN	TCAP Achievement Test-NRT	Yes					Y			
TN	TCAP Competency Test	Yes	Y				Y			
TN	TCAP Writing Assessment	Yes	Y		Y		Y			
TX	TX Assessment of Academic Skills (TAAS)	Yes	Y				Y	Y		Y
UT	Core Assessment CRT Program									
UT	Core Curriculum Testing (Perf. Assessmen									
UT	Norm-Referenced Testing	No								
VA	Literacy Passport Test (LPT)	No								
VA	Virginia Student Assessment Program (VSA	Yes								Y
VT	New Standards Math	Yes	Y	Y			Y	Y		
VT	Portfolio Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	
WA	Norm Reference	Yes	Y					Y		
WI	WRCT at Grade 3	Yes	Y	Y	Y	Y	Y	Y		
WI	WSAS Knowledge & Concepts	Yes	Y	Y			Y	Y		
WV	Norm-Referenced Testing	No								
WV	WV-STEP	No								
WV	Writing Assessment	No								
WY	Wyoming Assessment Program									
	Totals by Component	Yes=61 No=38	38	27	22	17	31	24	10	6
	Totals by State	Yes=30 No=25	22	15	13	9	15	15	6	6

ReD = Repeating of directions
InD = Interpretation of directions
ORQE=Oral reading of quesitos in English
ORQN=Oral reading of questions in native language
PAT = Familar person gives test
TrD = Translation of directions
TrT = Translation of test into native language
Oth = Other

Part 3.31B Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *response format(RF)* or *other* accommodations were allowed?

			RF		Other	
ST	Program Component	Response	RNL	Oth	WLD	Oth
AK	Norm-Referenced Testing	No				
AL	Basic Competency Test, Grade 9	No				
AL	Differential Aptitude Tests/Career Interest	No				
AL	Exit Exam	No				
AL	Math End-of Course Test	No				
AL	Stanford Achievement Test	No				
AL	Writing Assessment	No				
AR	Criterion Referenced Test	No				
AR	Stanford Achievement Test, Eighth Edition	Yes				
AZ	Norm-Referenced Testing	No				
CA	Career-Technical Assessment Program (C-TAP)					
CA	Golden State Exams					
CT	CT Academic Performance Test (CAPT)	No				
CT	CT Mastery Test (CMT)	No				
DE	Writing Assessment	Yes				Y
FL	FL Writing Assessment Program	No				
FL	Grade Ten Assessment Test (GTAT)	No				
FL	High School Competency Test (HSCT)	Yes		Y		Y
GA	Curriculum-Based Assessments (CBA)	Yes				
GA	GA High School Graduation Tests (GHSGT)	Yes				
GA	GA Kindergarten Assessment Program (GKAP)	Yes				
GA	Norm-Referenced Testing	Yes				
GA	Writing Assessment	No				
HI	Credit by Examination (CbyE)					
HI	Stanford Achievement Test 8th Edition	Yes				
HI	Test of Essential Competencies (HSTEC)	No				
ID	Direct Mathematics Assessment	Yes				
ID	Direct Writing Assessment	Yes				
ID	Standardized Testing ITBS & TAP	Yes				
IL	IL Goal Assessment Program (IGAP)	Yes				
IN	Statewide Assessment	No				
KS	KS Assessment Program	Yes				
KY	Open Response Questions	No				
KY	Portfolio Assessment					
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes			Y	
LA	Kindergarten Develop. Readiness Screen. Pro	No				
LA	LA Graduation Exit Examination	Yes			Y	Y
LA	Norm-Referenced Testing	Yes			Y	

RNL = Allow student to respond in native language to English quesions WLD = Use of word lists/dictionaries Oth = Other

Part 3.31B Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *response format(RF)* or *other* accommodations were allowed?

			RF		Other	
ST	Program Component	Response	RNL	Oth	WLD	Oth
MA	Massachusetts Educational Assessment Progra	No				
MD	MD Functional Testing Program	Yes			Y	
MD	MD School Perf. Assessment Program (MSPAP)	Yes			Y	
ME	State Tests	Yes			Y	
MI	Employability Skills Portfolio					
MI	MI Educational Assessment Program (MEAP)	Yes			Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes				
MO	Writing Assessment	Yes				
MS	Functional Literacy Examination (FLE)	Yes				
MS	Norm-Referenced Testing	Yes		Y		Y
MS	Subject Area Testing Program (SATP)	Yes				
MT	Student Assessment Requirement	No				
NC	Competency Testing	Yes			Y	
NC	NC Testing Program	Yes	Y		Y	
NC	Norm-Referenced Testing	No				
ND	Norm-referenced Testing	No				
NH	NH Ed. Improvement and Assessment Program	Yes	Y			
NJ	Grade 11 High School Proficiency Test	No				
NJ	Grade 8 Early Warning Test	No				
NM	New Mexico Achievement Assessment	No				
NM	New Mexico High School Competency Exam	Yes				
NM	Portfolio Writing Assessment	No				
NM	Reading Assessment for Grades 1 and 2	No				
NV	High School Proficiency Examination Program	Yes				
NV	Norm-Referenced Testing	No				
NV	Writing Proficiency Examination-Grade 8	Yes				
NY	Occupational Education Proficiency Examinat	Yes			Y	
NY	Preliminary Competency Tests	Yes				
NY	Program Evaluation Tests	Yes				
NY	Pupil Evaluation Program Tests	Yes				
NY	Regents Competency Tests	Yes				
NY	Regents Examination Programs	Yes				
NY	Second Language Proficiency Examinations	No				
OH	Fourth-Grade Proficiency Testing	Yes			Y	
OH	Ninth-Grade Proficiency Testing	Yes		Y	Y	
OH	Sixth-Grade Proficiency Testing	Yes			Y	
OH	Twelfth-Grade Proficiency Testing	Yes			Y	
OK	Criterion-Referenced Test (OK Core Curricul	No				
OK	Norm-referenced test (NRT)-Iowa Test of Bas	No				

RNL = Allow student to respond in native language to English quesions WLD = Use of word lists/dictionaries Oth = Other

BEST COPY AVAILABLE

Part 3.31B Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *response format(RF)* or *other* accommodations were allowed?

			RF		Other	
ST	Program Component	Response	RNL	Oth	WLD	Oth
OR	Reading and Mathematics Assessment	Yes				
OR	Writing Assessment	Yes				
PA	Reading and Mathematics Assessment	Yes				
PA	Writing Assessment	Yes			Y	
RI	Health Performance Assessment	Yes				
RI	Mathematics Performance Assessment	Yes	Y			
RI	Norm-Referenced-MAT, 7	No				
RI	Writing Performance Assessment	Yes				
SC	Basic Skills Assessment Program	Yes			Y	
SC	Norm-Referenced Testing	Yes				
SD	Norm-referenced	No				
TN	TCAP Achievement Test-CRT	Yes				
TN	TCAP Achievement Test-NRT	Yes				
TN	TCAP Competency Test	Yes				
TN	TCAP Writing Assessment	Yes				
TX	TX Assessment of Academic Skills (TAAS) & T	Yes				
UT	Core Assessment CRT Program					
UT	Core Curriculum Testing (Perf. Assessment)					
UT	Norm-Referenced Testing	No				
VA	Literacy Passport Test (LPT)	No				
VA	Virginia Student Assessment Program (VSAP-N	Yes				
VT	New Standards Math	Yes				
VT	Portfolio Assessment	Yes	Y		Y	
WA	Norm Reference	Yes				
WI	WRCT at Grade 3	Yes			Y	
WI	WSAS Knowledge & Concepts	Yes			Y	
WV	Norm-Referenced Testing	No				
WV	WV-STEP	No				
WV	Writing Assessment	No				
WY	Wyoming Assessment Program					
	Totals by Component	Yes=61 No=38	4	3	19	4
	Totals by State	Yes=30 No=25	4	3	11	4

RNL = Allow student to respond in native language to English quesions

WLD = Use of word lists/dictionaries

Oth = Other

Part 3.31C Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SR	SGr	Oth
AK	Norm-Referenced Testing	No				
AL	Basic Competency Test, Grade 9	No				
AL	Differential Aptitude Tests/Career Interest	No				
AL	Exit Exam	No				
AL	Math End-of Course Test	No				
AL	Stanford Achievement Test	No				
AL	Writing Assessment	No				
AR	Criterion Referenced Test	No				
AR	Stanford Achievement Test, Eighth Edition	Yes	Y	Y	Y	
AZ	Norm-Referenced Testing	No				
CA	Career-Technical Assessment Program (C-TAP)					
CA	Golden State Exams					
CT	CT Academic Performance Test (CAPT)	No				
CT	CT Mastery Test (CMT)	No				
DE	Writing Assessment	Yes			Y	
FL	FL Writing Assessment Program	No				
FL	Grade Ten Assessment Test (GTAT)	No				
FL	High School Competency Test (HSCT)	Yes		Y		Y
GA	Curriculum-Based Assessments (CBA)	Yes				
GA	GA High School Graduation Tests (GHSGT)	Yes			Y	
GA	GA Kindergarten Assessment Program (GKAP)	Yes				
GA	Norm-Referenced Testing	Yes				
GA	Writing Assessment	No				
HI	Credit by Examination (CbyE)					
HI	Stanford Achievement Test 8th Edition	Yes				
HI	Test of Essential Competencies (HSTEC)	No				
ID	Direct Mathematics Assessment	Yes	Y	Y	Y	
ID	Direct Writing Assessment	Yes	Y	Y	Y	
ID	Standardized Testing ITBS & TAP	Yes	Y	Y	Y	
IL	IL Goal Assessment Program (IGAP)	Yes				
IN	Statewide Assessment	No				
KS	KS Assessment Program	Yes	Y	Y	Y	Y
KY	Open Response Questions	No				
KY	Portfolio Assessment					
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes	Y	Y	Y	
LA	Kindergarten Develop. Readiness Screen. Pro	No				
LA	LA Graduation Exit Examination	Yes	Y	Y	Y	
LA	Norm-Referenced Testing	Yes	Y	Y	Y	

ASC = Alone, in study carrel
SR = Administer test in separate room
SGr = With small groups
Oth = Other

Part 3.31C Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SR	SGr	Oth
MA	Massachusetts Educational Assessment Progra	No				
MD	MD Functional Testing Program	Yes	Y		Y	
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Y		Y	
ME	State Tests	Yes	Y	Y	Y	
MI	Employability Skills Portfolio					
MI	MI Educational Assessment Program (MEAP)	Yes	Y	Y	Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes				
MO	Writing Assessment	Yes				
MS	Functional Literacy Examination (FLE)	Yes		Y	Y	
MS	Norm-Referenced Testing	Yes				Y
MS	Subject Area Testing Program (SATP)	Yes		Y	Y	
MT	Student Assessment Requirement	No				
NC	Competency Testing	Yes	Y	Y	Y	
NC	NC Testing Program	Yes	Y	Y	Y	
NC	Norm-Referenced Testing	No				
ND	Norm-referenced Testing	No				
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y	Y	
NJ	Grade 11 High School Proficiency Test	No				
NJ	Grade 8 Early Warning Test	No				
NM	New Mexico Achievement Assessment	No				
NM	New Mexico High School Competency Exam	Yes				
NM	Portfolio Writing Assessment	No				
NM	Reading Assessment for Grades 1 and 2	No				
NV	High School Proficiency Examination Program	Yes	Y	Y	Y	
NV	Norm-Referenced Testing	No				
NV	Writing Proficiency Examination-Grade 8	Yes	Y	Y	Y	
NY	Occupational Education Proficiency Examinat	Yes	Y	Y	Y	
NY	Preliminary Competency Tests	Yes	Y	Y	Y	
NY	Program Evaluation Tests	Yes	Y	Y	Y	
NY	Pupil Evaluation Program Tests	Yes	Y	Y	Y	
NY	Regents Competency Tests	Yes	Y	Y	Y	
NY	Regents Examination Programs	Yes	Y	Y		
NY	Second Language Proficiency Examinations	No				
OH	Fourth-Grade Proficiency Testing	Yes		Y	Y	
OH	Ninth-Grade Proficiency Testing	Yes		Y	Y	Y
OH	Sixth-Grade Proficiency Testing	Yes		Y	Y	
OH	Twelfth-Grade Proficiency Testing	Yes		Y	Y	

ASC = Alone, in study carrel
SR = Administer test in separate room
SGr = With small groups
Oth = Other

Part 3.31C Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SR	SGr	Oth
OK	Criterion-Referenced Test (OK Core Curricul	No				
OK	Norm-referenced test (NRT)-Iowa Test of Bas	No				
OR	Reading and Mathematics Assessment	Yes				
OR	Writing Assessment	Yes				
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y	
PA	Writing Assessment	Yes	Y	Y	Y	
RI	Health Performance Assessment	Yes	Y	Y	Y	
RI	Mathematics Performance Assessment	Yes	Y	Y	Y	
RI	Norm-Referenced-MAT, 7	No				
RI	Writing Performance Assessment	Yes	Y	Y	Y	
SC	Basic Skills Assessment Program	Yes				
SC	Norm-Referenced Testing	Yes	Y		Y	
SD	Norm-referenced	No				
TN	TCAP Achievement Test-CRT	Yes	Y	Y	Y	
TN	TCAP Achievement Test-NRT	Yes	Y	Y	Y	
TN	TCAP Competency Test	Yes	Y	Y	Y	
TN	TCAP Writing Assessment	Yes	Y	Y	Y	
TX	TX Assessment of Academic Skills (TAAS) & T	Yes	Y	Y	Y	
UT	Core Assessment CRT Program					
UT	Core Curriculum Testing (Perf. Assessment)					
UT	Norm-Referenced Testing	No				
VA	Literacy Passport Test (LPT)	No				
VA	Virginia Student Assessment Program (VSAP-N	Yes				
VT	New Standards Math	Yes	Y	Y	Y	
VT	Portfolio Assessment	Yes	Y	Y	Y	
WA	Norm Reference	Yes		Y	Y	
WI	WRCT at Grade 3	Yes	Y	Y	Y	
WI	WSAS Knowledge & Concepts	Yes	Y	Y	Y	
WV	Norm-Referenced Testing	No				
WV	WV-STEP	No				
WV	Writing Assessment	No				
WY	Wyoming Assessment Program					
	Totals by Component	Yes=61 No=38	38	43	46	4
	Totals by State	Yes=30 No=25	18	20	23	4

ASC = Alone, in study carrel
SR = Administer test in separate room
SGr = With small groups
Oth = Other

Part 3.31D Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
AK	Norm-Referenced Testing	No				
AL	Basic Competency Test, Grade 9	No				
AL	Differential Aptitude Tests/Caree	No				
AL	Exit Exam	No				
AL	Math End-of Course Test	No				
AL	Stanford Achievement Test	No				
AL	Writing Assessment	No				
AR	Criterion Referenced Test	No				
AR	Stanford Achievement Test, Eighth	Yes		Y	Y	
AZ	Norm-Referenced Testing	No				
CA	Career-Technical Assessment Progr					
CA	Golden State Exams					
CT	CT Academic Performance Test (CAP	No				
CT	CT Mastery Test (CMT)	No				
DE	Writing Assessment	Yes				
FL	FL Writing Assessment Program	No				
FL	Grade Ten Assessment Test (GTAT)	No				
FL	High School Competency Test (HSCT	Yes	Y			
GA	Curriculum-Based Assessments (CBA	Yes				
GA	GA High School Graduation Tests (	Yes	Y			
GA	GA Kindergarten Assessment Progra	Yes	Y	Y	Y	
GA	Norm-Referenced Testing	Yes				
GA	Writing Assessment	No				
HI	Credit by Examination (CbyE)					
HI	Stanford Achievement Test 8th Edi	Yes				
HI	Test of Essential Competencies (H	No				
ID	Direct Mathematics Assessment	Yes	Y			
ID	Direct Writing Assessment	Yes	Y			
ID	Standardized Testing ITBS & TAP	Yes	Y	Y	Y	
IL	IL Goal Assessment Program (IGAP)	Yes				
IN	Statewide Assessment	No				
KS	KS Assessment Program	Yes	Y	Y	Y	Y
KY	Open Response Questions	No				
KY	Portfolio Assessment					
LA	Grade 3, 5, and 7 Criterion-Refer	Yes	Y			
LA	Kindergarten Develop. Readiness S	No				
LA	LA Graduation Exit Examination	Yes	Y			
LA	Norm-Referenced Testing	Yes	Y			

ExT = Extra testing time (same day) ExS = Extending sessions over multiple days
MBr = More breaks Oth = Other

Part 3.31D Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
MA	Massachusetts Educational Assessm	No				
MD	MD Functional Testing Program	Yes	Y	Y	Y	
MD	MD School Perf. Assessment Progra	Yes	Y	Y	Y	
ME	State Tests	Yes	Y	Y	Y	
MI	Employability Skills Portfolio					
MI	MI Educational Assessment Program	Yes	Y			
MO	MO Mastery and Achievement Test (	Yes				
MO	Writing Assessment	Yes				
MS	Functional Literacy Examination (	Yes	Y	Y		
MS	Norm-Referenced Testing	Yes				Y
MS	Subject Area Testing Program (SAT	Yes				
MT	Student Assessment Requirement	No				
NC	Competency Testing	Yes	Y	Y	Y	
NC	NC Testing Program	Yes	Y	Y	Y	
NC	Norm-Referenced Testing	No				
ND	Norm-referenced Testing	No				
NH	NH Ed. Improvement and Assessment	Yes	Y	Y		
NJ	Grade 11 High School Proficiency	No				
NJ	Grade 8 Early Warning Test	No				
NM	New Mexico Achievement Assessment	No				
NM	New Mexico High School Competency	Yes				
NM	Portfolio Writing Assessment	No				
NM	Reading Assessment for Grades 1 a	No				
NV	High School Proficiency Examinati	Yes	Y			
NV	Norm-Referenced Testing	No				
NV	Writing Proficiency Examination-G	Yes	Y			
NY	Occupational Education Proficienc	Yes	Y	Y	Y	
NY	Preliminary Competency Tests	Yes	Y	Y	Y	
NY	Program Evaluation Tests	Yes	Y	Y	Y	
NY	Pupil Evaluation Program Tests	Yes	Y			
NY	Regents Competency Tests	Yes	Y	Y		
NY	Regents Examination Programs	Yes	Y	Y		
NY	Second Language Proficiency Exami	No				
OH	Fourth-Grade Proficiency Testing	Yes	Y	Y		
OH	Ninth-Grade Proficiency Testing	Yes	Y	Y		Y
OH	Sixth-Grade Proficiency Testing	Yes	Y	Y		
OH	Twelfth-Grade Proficiency Testing	Yes	Y	Y		

ExT = Extra testing time (same day) ExS = Extending sessions over multiple days
MBr = More breaks Oth = Other

BEST COPY AVAILABLE

Part 3.31D Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
OK	Criterion-Referenced Test (OK Cor	No				
OK	Norm-referenced test (NRT)-Iowa T	No				
OR	Reading and Mathematics Assessmen	Yes				
OR	Writing Assessment	Yes				
PA	Reading and Mathematics Assessmen	Yes	Y	Y	Y	
PA	Writing Assessment	Yes	Y	Y	Y	
RI	Health Performance Assessment	Yes	Y	Y	Y	
RI	Mathematics Performance Assessmen	Yes	Y	Y	Y	
RI	Norm-Referenced-MAT, 7	No				
RI	Writing Performance Assessment	Yes	Y	Y	Y	
SC	Basic Skills Assessment Program	Yes				
SC	Norm-Referenced Testing	Yes			Y	
SD	Norm-referenced	No				
TN	TCAP Achievement Test-CRT	Yes		Y	Y	
TN	TCAP Achievement Test-NRT	Yes		Y	Y	
TN	TCAP Competency Test	Yes	Y	Y	Y	
TN	TCAP Writing Assessment	Yes				
TX	TX Assessment of Academic Skills	Yes	Y	Y		
UT	Core Assessment CRT Program					
UT	Core Curriculum Testing (Perf. As					
UT	Norm-Referenced Testing	No				
VA	Literacy Passport Test (LPT)	No				
VA	Virginia Student Assessment Progr	Yes				
VT	New Standards Math	Yes	Y			
VT	Portfolio Assessment	Yes	Y	Y	Y	
WA	Norm Reference	Yes				
WI	WRCT at Grade 3	Yes	Y	Y	Y	
WI	WSAS Knowledge & Concepts	Yes	Y	Y	Y	
WV	Norm-Referenced Testing	No				
WV	WV-STEP	No				
WV	Writing Assessment	No				
WY	Wyoming Assessment Program					
	Totals by Component	Yes=61 No=38	41	32	24	3
	Totals by State	Yes=30 No=25	20	17	14	3

ExT = Extra testing time (same day) ExS = Extending sessions over multiple days
MBr = More breaks Oth = Other

Part 3.32 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *LEP students*? If "Yes," describe.

ST	Program Component	Response	Describe
AK	Norm-Referenced Testing	No	
AL	Basic Competency Test, Grade 9	No	
AL	Differential Aptitude Tests/Career Interest Inve	No	
AL	Exit Exam		
AL	Math End-of Course Test		
AL	Stanford Achievement Test	No	
AL	Writing Assessment	No	
AR	Criterion Referenced Test		
AR	Stanford Achievement Test, Eighth Edition	No	
AZ	Norm-Referenced Testing	Yes	Performance-based assessments
CA	Career-Technical Assessment Program (C-TAP)		
CA	Golden State Exams		
CT	CT Academic Performance Test (CAPT)	No	
CT	CT Mastery Test (CMT)	No	
DE	Writing Assessment	No	
FL	FL Writing Assessment Program		
FL	Grade Ten Assessment Test (GTAT)		
FL	High School Competency Test (HSCT)		
GA	Curriculum-Based Assessments (CBA)	No	
GA	GA High School Graduation Tests (GHSGT)	No	
GA	GA Kindergarten Assessment Program (GKAP)	No	
GA	Norm-Referenced Testing	No	
GA	Writing Assessment	No	
HI	Credit by Examination (CbyE)		
HI	Stanford Achievement Test 8th Edition	No	
HI	Test of Essential Competencies (HSTEC)	No	

Part 3.32 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *LEP students*? If "Yes," describe.

ST	Program Component	Response	Describe
ID	Direct Mathematics Assessment		
ID	Direct Writing Assessment	No	
ID	Standardized Testing ITBS & TAP	No	
IL	IL Goal Assessment Program (IGAP)	No	
IN	Statewide Assessment	No	
KS	KS Assessment Program	No	
KY	Open Response Questions		
KY	Portfolio Assessment		
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No	
LA	Kindergarten Develop. Readiness Screen. Prog.	No	
LA	LA Graduation Exit Examination	No	
LA	Norm-Referenced Testing	No	
MA	Massachusetts Educational Assessment Program	No	
MD	MD Functional Testing Program	No	
MD	MD School Perf. Assessment Program (MSPAP)	No	
ME	State Tests	No	
MI	Employability Skills Portfolio		
MI	MI Educational Assessment Program (MEAP)	No	
MO	MO Mastery and Achievement Test (MMAT)	No	
MO	Writing Assessment	No	
MS	Functional Literacy Examination (FLE)	No	
MS	Norm-Referenced Testing	No	
MS	Subject Area Testing Program (SATP)	No	
MT	Student Assessment Requirement		

Part 3.32 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *LEP students*? If "Yes," describe.

ST	Program Component	Response	Describe
NC	Competency Testing	No	
NC	NC Testing Program	Yes	Local discretion regarding alternative assessment
NC	Norm-Referenced Testing	No	
ND	Norm-referenced Testing	No	
NH	NH Ed. Improvement and Assessment Program	No	
NJ	Grade 11 High School Proficiency Test	Yes	Can take Spanish version or portfolio assessment to graduation.
NJ	Grade 8 Early Warning Test	No	
NM	New Mexico Achievement Assessment	No	
NM	New Mexico High School Competency Exam	Yes	Spanish language version of competency exam
NM	Portfolio Writing Assessment	No	
NM	Reading Assessment for Grades 1 and 2	No	
NV	High School Proficiency Examination Program	No	
NV	Norm-Referenced Testing	No	
NV	Writing Proficiency Examination-Grade 8	No	
NY	Occupational Education Proficiency Examinations	No	
NY	Preliminary Competency Tests	No	
NY	Program Evaluation Tests	No	
NY	Pupil Evaluation Program Tests	No	
NY	Regents Competency Tests	No	
NY	Regents Examination Programs	No	
NY	Second Language Proficiency Examinations	No	
OH	Fourth-Grade Proficiency Testing	No	
OH	Ninth-Grade Proficiency Testing	No	
OH	Sixth-Grade Proficiency Testing	No	
OH	Twelfth-Grade Proficiency Testing	No	

BEST COPY AVAILABLE

Part 3.32 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *LEP students*? If "Yes," describe.

ST	Program Component	Response	Describe
OK	Criterion-Referenced Test (OK Core Curriculum Te	No	
OK	Norm-referenced test (NRT)-Iowa Test of Basic Sk	No	
OR	Reading and Mathematics Assessment	Yes	Spanish version for mathematics test
OR	Writing Assessment	Yes	Spanish version
PA	Reading and Mathematics Assessment	No	
PA	Writing Assessment	No	
RI	Health Performance Assessment	No	
RI	Mathematics Performance Assessment	No	
RI	Norm-Referenced-MAT, 7	No	
RI	Writing Performance Assessment	No	
SC	Basic Skills Assessment Program	Yes	IEP: by committees of ELS and LEP writing specialists using alternative scoring scale LEP: by committees of ELS and LEP writing specialists using alternative scoring scale
SC	Norm-Referenced Testing	No	
SD	Norm-referenced	No	
TN	TCAP Achievement Test-CRT	Yes	
TN	TCAP Achievement Test-NRT	Yes	
TN	TCAP Competency Test	No	
TN	TCAP Writing Assessment	No	
TX	TX Assessment of Academic Skills (TAAS) & TX End	Yes	School districts score tests (from state-approved list) according to criteria provided with the test. The school must report to TEA how many students were tested and how many showed improvement. Individual student scores are not provided to TEA, and the school develops its own criteria for determining/identifying improvement.

Part 3.32 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for *LEP students*? If "Yes," describe.

ST	Program Component	Response	Describe
UT	Core Assessment CRT Program		
UT	Core Curriculum Testing (Perf. Assessment)		
UT	Norm-Referenced Testing	No	
VA	Literacy Passport Test (LPT)	No	
VA	Virginia Student Assessment Program (VSAP-NRT)	No	
VT	New Standards Math	No	
VT	Portfolio Assessment	No	
WA	Norm Reference	No	
WI	WRCT at Grade 3	No	
WI	WSAS Knowledge & Concepts	No	
WV	Norm-Referenced Testing	No	
WV	WV-STEP	No	
WV	Writing Assessment	No	
WY	Wyoming Assessment Program		

Totals by Component Yes=10
No=80

Totals by State Yes=8
No=38

Part 3.33 Were scores from this component reported with reference to norms? If "Yes," what norms are used to report scores?

Part 3.34 Did your state use NAEP norms as a reference group in this component?

ST	Program Component	Response	Nat	St	Reg	Loc	Cat	NAEP
AK	Norm-Referenced Testing	Yes	Y					No
AL	Basic Competency Test, Grade 9	No						No
AL	Differential Aptitude Tests/Career Interest	Yes	Y					No
AL	Exit Exam	No						No
AL	Math End-of Course Test	No						No
AL	Stanford Achievement Test	Yes	Y					No
AL	Writing Assessment	No						No
AR	Criterion Referenced Test	No						No
AR	Stanford Achievement Test, Eighth Edition	Yes	Y	Y	Y			No
AZ	Norm-Referenced Testing	Yes	Y					
CA	Career-Technical Assessment Program (C-TAP)	No						
CA	Golden State Exams	No						
CT	CT Academic Performance Test (CAPT)	No						No
CT	CT Mastery Test (CMT)	No						No
DE	Writing Assessment	No						No
FL	FL Writing Assessment Program	No						No
FL	Grade Ten Assessment Test (GTAT)	Yes	Y					No
FL	High School Competency Test (HSCT)	No						No
GA	Curriculum-Based Assessments (CBA)	Yes					Y	No
GA	GA High School Graduation Tests (GHSGT)	Yes		Y	Y	Y	Y	No
GA	GA Kindergarten Assessment Program (GKAP)	No						No
GA	Norm-Referenced Testing	Yes	Y		Y	Y	Y	No
GA	Writing Assessment	Yes					Y	No
HI	Credit by Examination (CbyE)	No						No
HI	Stanford Achievement Test 8th Edition	Yes	Y					No
HI	Test of Essential Competencies (HSTEC)	No						No
ID	Direct Mathematics Assessment	Yes	Y					No
ID	Direct Writing Assessment	Yes		Y				No
ID	Standardized Testing ITBS & TAP	Yes	Y	Y				No
IL	IL Goal Assessment Program (IGAP)	Yes	Y	Y				No
IN	Statewide Assessment	Yes	Y					No
KS	KS Assessment Program	Yes		Y				No
KY	Open Response Questions	Yes		Y				No
KY	Portfolio Assessment	Yes		Y				No

Nat = National Reg = Regional Cat = Categorical (e.g., urban, rural, etc.)
St = State Loc = Local NAEP = National Assessment of Educational Progress

Part 3.33 Were scores from this component reported with reference to norms? If "Yes," what norms are used to report scores?

Part 3.34 Did your state use NAEP norms as a reference group in this component?

ST	Program Component	Response	Nat	St	Reg	Loc	Cat	NAEP
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No						No
LA	Kindergarten Develop. Readiness Screen. Pro	No						No
LA	LA Graduation Exit Examination	No						No
LA	Norm-Referenced Testing	Yes	Y					No
MA	Massachusetts Educational Assessment Progra	Yes		Y				No
MD	MD Functional Testing Program	No						No
MD	MD School Perf. Assessment Program (MSPAP)	No						No
ME	State Tests	Yes		Y		Y		No
MI	Employability Skills Portfolio	No						No
MI	MI Educational Assessment Program (MEAP)	No						No
MO	MO Mastery and Achievement Test (MMAT)	Yes		Y				No
MO	Writing Assessment	No						No
MS	Functional Literacy Examination (FLE)	No						No
MS	Norm-Referenced Testing	Yes	Y					No
MS	Subject Area Testing Program (SATP)	No						No
MT	Student Assessment Requirement	Yes	Y					No
NC	Competency Testing	Yes		Y				No
NC	NC Testing Program	Yes		Y				No
NC	Norm-Referenced Testing	Yes	Y					No
ND	Norm-referenced Testing	Yes	Y					No
NH	NH Ed. Improvement and Assessment Program	No						No
NJ	Grade 11 High School Proficiency Test	No						No
NJ	Grade 8 Early Warning Test	No						No
NM	New Mexico Achievement Assessment	Yes	Y					No
NM	New Mexico High School Competency Exam	No						No
NM	Portfolio Writing Assessment	No						No
NM	Reading Assessment for Grades 1 and 2	No						No
NV	High School Proficiency Examination Program	Yes		Y				No
NV	Norm-Referenced Testing	Yes	Y					No
NV	Writing Proficiency Examination-Grade 8	No						No

Nat = National
St = State
Reg = Regional
Loc = Local
Cat = Categorical (e.g., urban, rural, etc.)
NAEP = National Assessment of Educational Progress

Part 3.33 Were scores from this component reported with reference to norms? If "Yes," what norms are used to report scores?

Part 3.34 Did your state use NAEP norms as a reference group in this component?

ST	Program Component	Response	Nat	St	Reg	Loc	Cat	NAEP
NY	Occupational Education Proficiency Examinat	No						No
NY	Preliminary Competency Tests	No						No
NY	Program Evaluation Tests	Yes		Y				No
NY	Pupil Evaluation Program Tests	No						No
NY	Regents Competency Tests	No						No
NY	Regents Examination Programs	No						No
NY	Second Language Proficiency Examinations	No						No
OH	Fourth-Grade Proficiency Testing	No						No
OH	Ninth-Grade Proficiency Testing	No						No
OH	Sixth-Grade Proficiency Testing	No						No
OH	Twelfth-Grade Proficiency Testing	No						No
OK	Criterion-Referenced Test (OK Core Curricul	No						No
OK	Norm-referenced test (NRT)-Iowa Test of Bas	Yes	Y	Y				No
OR	Reading and Mathematics Assessment	Yes		Y				No
OR	Writing Assessment	No						No
PA	Reading and Mathematics Assessment	Yes		Y			Y	No
PA	Writing Assessment	Yes		Y			Y	No
RI	Health Performance Assessment	No						No
RI	Mathematics Performance Assessment	No						No
RI	Norm-Referenced-MAT, 7	Yes	Y					No
RI	Writing Performance Assessment	No						No
SC	Basic Skills Assessment Program	No						No
SC	Norm-Referenced Testing	Yes	Y					No
SD	Norm-referenced	Yes	Y	Y		Y		No
TN	TCAP Achievement Test-CRT	No						No
TN	TCAP Achievement Test-NRT	Yes	Y					No
TN	TCAP Competency Test	No						No
TN	TCAP Writing Assessment	No						No
TX	TX Assessment of Academic Skills (TAAS) & T	Yes		Y				No
UT	Core Assessment CRT Program	No						No
UT	Core Curriculum Testing (Perf. Assessment)	No						No
UT	Norm-Referenced Testing	Yes	Y	Y				No
VA	Literacy Passport Test (LPT)	No						No
VA	Virginia Student Assessment Program (VSAP-N	Yes						No
VT	New Standards Math	No		Y				No
VT	Portfolio Assessment	No		Y				No

Nat = National Reg = Regional Cat = Categorical (e.g., urban, rural, etc.)
St = State Loc = Local NAEP = National Assessment of Educational Progress

366

Part 3.33 Were scores from this component reported with reference to norms? If "Yes," what norms are used to report scores?

Part 3.34 Did your state use NAEP norms as a reference group in this component?

ST	Program Component	Response	Nat	St	Reg	Loc	Cat	NAEP
WA	Norm Reference	Yes	Y	Y		Y		No
WI	WRCT at Grade 3	No						No
WI	WSAS Knowledge & Concepts	Yes	Y	Y		Y		No
WV	Norm-Referenced Testing	Yes	Y					No
WV	WV-STEP	No						No
WV	Writing Assessment	No						No
WY	Wyoming Assessment Program	No						No
	Totals by Component	Yes=46 No=61	28	24	3	6	6	0
	Totals by Component	Yes=36 No=30	26	20	2	5	2	0

Nat = National
St = State
Reg = Regional
Loc = Local
Cat = Categorical (e.g., urban, rural, etc.)
NAEP = National Assessment of Educational Progress

Part 3.35A What reports of assessment data were publicly released by *schools* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	T1E	ParEd	StIEP	LEPSt
AK	Norm-Referenced Testing	Y	Y	Y	Y			Y	Y					
AL	Basic Competency Test, Grade 9													
AL	Differential Aptitude Tests/Career Interest				Y									
AL	Exit Exam													
AL	Math End-of Course Test													
AL	Stanford Achievement Test													
AL	Writing Assessment													
AR	Criterion Referenced Test	Y			Y	Y		Y	Y					
AR	Stanford Achievement Test, Eighth Edition													
AZ	Norm-Referenced Testing				Y									
CA	Career-Technical Assessment Program (C-TAP)													
CA	Golden State Exams													
CT	CT Academic Performance Test (CAPT)	Y	Y	Y	Y	Y								
CT	CT Mastery Test (CMT)	Y	Y	Y	Y	Y		Y	Y	Y			Y	Y
DE	Writing Assessment													
FL	FL Writing Assessment Program			Y	Y	Y		Y	Y					
FL	Grade Ten Assessment Test (GTAT)			Y	Y	Y		Y	Y					
FL	High School Competency Test (HSCT)			Y	Y	Y		Y	Y					
GA	Curriculum-Based Assessments (CBA)				Y	Y	Y			Y				
GA	GA High School Graduation Tests (GHSGT)				Y	Y	Y			Y				
GA	GA Kindergarten Assessment Program (GKAP)	Y	Y	Y	Y	Y	Y							
GA	Norm-Referenced Testing	Y	Y	Y	Y	Y	Y			Y				
GA	Writing Assessment	Y		Y	Y	Y	Y			Y		Y		
HI	Credit by Examination (CbyE)													
HI	Stanford Achievement Test 8th Edition				Y	Y								
HI	Test of Essential Competencies (HSTEC)													
ID	Direct Mathematics Assessment													
ID	Direct Writing Assessment				Y	Y								

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35A What reports of assessment data were publicly released by *schools* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	TlE	ParEd	StIEP	LEPSt
ID	Standardized Testing ITBS & TAP				Y	Y								
IL	IL Goal Assessment Program (IGAP)				Y	Y								
IN	Statewide Assessment	Y	Y	Y	Y									
KS	KS Assessment Program	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
KY	Open Response Questions													
KY	Portfolio Assessment													
LA	Grade 3, 5, and 7 Criterion-Referenced Test			Y	Y	Y	Y							
LA	Kindergarten Develop. Readiness Screen. Prog													
LA	LA Graduation Exit Examination			Y	Y	Y	Y							
LA	Norm-Referenced Testing			Y	Y	Y	Y							
MA	Massachusetts Educational Assessment Program			Y	Y		Y						Y	Y
MD	MD Functional Testing Program	Y												
MD	MD School Perf. Assessment Program (MSPAP)	Y												
ME	State Tests			Y	Y	Y	Y	Y						
MI	Employability Skills Portfolio													
MI	MI Educational Assessment Program (MEAP)			Y	Y	Y								
MO	MO Mastery and Achievement Test (MMAT)			Y	Y	Y								
MO	Writing Assessment													
MS	Functional Literacy Examination (FLE)	Y	Y											
MS	Norm-Referenced Testing	Y	Y	Y	Y	Y								
MS	Subject Area Testing Program (SATP)	Y			Y									
MT	Student Assessment Requirement													
NC	Competency Testing													
NC	NC Testing Program	Y	Y											
NC	Norm-Referenced Testing													
ND	Norm-referenced Testing													

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
TlE = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35A What reports of assessment data were publicly released by *schools* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	TlE	ParEd	StIEP	LEPSt
NH	NH Ed. Improvement and Assessment Program	Y												
NJ	Grade 11 High School Proficiency Test			Y	Y	Y	Y							
NJ	Grade 8 Early Warning Test			Y	Y	Y	Y							
NM	New Mexico Achievement Assessment				Y									
NM	New Mexico High School Competency Exam													
NM	Portfolio Writing Assessment				Y									
NM	Reading Assessment for Grades 1 and 2													
NV	High School Proficiency Examination Program				Y	Y								
NV	Norm-Referenced Testing				Y	Y								
NV	Writing Proficiency Examination-Grade 8				Y	Y								
NY	Occupational Education Proficiency Examinati	Y												
NY	Preliminary Competency Tests													
NY	Program Evaluation Tests													
NY	Pupil Evaluation Program Tests				Y	Y		Y						
NY	Regents Competency Tests													
NY	Regents Examination Programs	Y												
NY	Second Language Proficiency Examinations	Y												
OH	Fourth-Grade Proficiency Testing	Y	Y	Y	Y			Y	Y					
OH	Ninth-Grade Proficiency Testing	Y		Y	Y			Y	Y					
OH	Sixth-Grade Proficiency Testing	Y	Y	Y	Y			Y	Y					
OH	Twelfth-Grade Proficiency Testing	Y	Y	Y	Y			Y	Y					
OK	Criterion-Referenced Test (OK Core Curriculu		Y	Y	Y									
OK	Norm-referenced test (NRT)-Iowa Test of Basi		Y		Y									
OR	Reading and Mathematics Assessment													
OR	Writing Assessment													
PA	Reading and Mathematics Assessment	Y		Y	Y	Y								
PA	Writing Assessment			Y	Y	Y								
RI	Health Performance Assessment	Y	Y	Y	Y									
RI	Mathematics Performance Assessment	Y	Y	Y	Y									

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
TlE = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35A What reports of assessment data were publicly released by *schools* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	T1E	ParEd	StIEP	LEPSt
RI	Norm-Referenced-MAT, 7	Y	Y	Y	Y									
RI	Writing Performance Assessment	Y	Y	Y	Y									
SC	Basic Skills Assessment Program													
SC	Norm-Referenced Testing													
SD	Norm-referenced				Y									
TN	TCAP Achievement Test-CRT													
TN	TCAP Achievement Test-NRT													
TN	TCAP Competency Test													
TN	TCAP Writing Assessment													
TX	TX Assessment of Academic Skills (TAAS) & TX	Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
UT	Core Assessment CRT Program													
UT	Core Curriculum Testing (Perf. Assessment)													
UT	Norm-Referenced Testing						Y							
VA	Literacy Passport Test (LPT)	Y	Y	Y	Y	Y		Y	Y				Y	Y
VA	Virginia Student Assessment Program (VSAP-NR	Y	Y	Y	Y									
VT	New Standards Math			Y	Y									
VT	Portfolio Assessment			Y	Y									
WA	Norm Reference	Y	Y	Y	Y			Y				Y	Y	Y
WI	WRCT at Grade 3	Y		Y	Y	Y		Y	Y					
WI	WSAS Knowledge & Concepts	Y		Y	Y	Y		Y	Y					
WV	Norm-Referenced Testing	Y	Y	Y	Y	Y								
WV	WV-STEP			Y										
WV	Writing Assessment		Y	Y	Y									
WY	Wyoming Assessment Program													
	Totals by Component	35	24	43	60	36	15	18	15	7	2	2	6	6
	Totals by State	19	13	23	33	21	8	12	9	4	2	2	6	6

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35B What reports of assessment data were publicly released by *school districts* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	TIE	ParEd	StIEP	LEPSt
AK	Norm-Referenced Testing		Y	Y	Y	Y		Y	Y					
AL	Basic Competency Test, Grade 9				Y	Y								
AL	Differential Aptitude Tests/Career Interest													
AL	Exit Exam				Y									
AL	Math End-of Course Test				Y									
AL	Stanford Achievement Test				Y	Y								
AL	Writing Assessment				Y	Y								
AR	Criterion Referenced Test				Y	Y		Y	Y					
AR	Stanford Achievement Test, Eighth Edition													
AZ	Norm-Referenced Testing													
CA	Career-Technical Assessment Program (C-TAP)													
CA	Golden State Exams													
CT	CT Academic Performance Test (CAPT)		Y	Y	Y	Y								
CT	CT Mastery Test (CMT)		Y	Y	Y	Y		Y	Y	Y			Y	Y
DE	Writing Assessment													
FL	FL Writing Assessment Program			Y		Y	Y							
FL	Grade Ten Assessment Test (GTAT)			Y		Y	Y							
FL	High School Competency Test (HSCT)			Y		Y	Y							
GA	Curriculum-Based Assessments (CBA)			Y	Y	Y	Y			Y	Y			
GA	GA High School Graduation Tests (GHSGT)				Y	Y	Y			Y				
GA	GA Kindergarten Assessment Program (GKAP)		Y	Y	Y	Y	Y							
GA	Norm-Referenced Testing			Y	Y	Y	Y			Y				
GA	Writing Assessment			Y	Y	Y	Y			Y		Y		
HI	Credit by Examination (CbyE)													
HI	Stanford Achievement Test 8th Edition				Y	Y								
HI	Test of Essential Competencies (HSTEC)													
ID	Direct Mathematics Assessment			Y	Y	Y	Y							
ID	Direct Writing Assessment				Y	Y								

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
TIE = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35B What reports of assessment data were publicly released by *school districts* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	T1E	ParEd	StIEP	LEPSt
ID	Standardized Testing ITBS & TAP				Y	Y	Y							
IL	IL Goal Assessment Program (IGAP)				Y	Y								
IN	Statewide Assessment			Y	Y	Y								
KS	KS Assessment Program	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
KY	Open Response Questions													
KY	Portfolio Assessment													
LA	Grade 3, 5, and 7 Criterion-Referenced Test			Y		Y	Y						Y	Y
LA	Kindergarten Develop. Readiness Screen. Prog													
LA	LA Graduation Exit Examination			Y	Y		Y						Y	Y
LA	Norm-Referenced Testing			Y		Y	Y							
MA	Massachusetts Educational Assessment Program			Y	Y	Y	Y						Y	Y
MD	MD Functional Testing Program				Y									
MD	MD School Perf. Assessment Program (MSPAP)	Y			Y									
ME	State Tests			Y	Y	Y	Y	Y						
MI	Employability Skills Portfolio													
MI	MI Educational Assessment Program (MEAP)			Y	Y	Y								
MO	MO Mastery and Achievement Test (MMAT)			Y	Y	Y	Y							
MO	Writing Assessment													
MS	Functional Literacy Examination (FLE)			Y	Y									
MS	Norm-Referenced Testing		Y	Y	Y	Y								
MS	Subject Area Testing Program (SATP)													
MT	Student Assessment Requirement													
NC	Competency Testing	Y	Y	Y	Y	Y	Y	Y	Y			Y		
NC	NC Testing Program			Y	Y	Y		Y	Y			Y		
NC	Norm-Referenced Testing													
ND	Norm-referenced Testing													

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35B What reports of assessment data were publicly released by *school districts* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	T1E	ParEd	StIEP	LEPSt
NH	NH Ed. Improvement and Assessment Program													
NJ	Grade 11 High School Proficiency Test			Y	Y	Y	Y							
NJ	Grade 8 Early Warning Test			Y	Y	Y	Y							
NM	New Mexico Achievement Assessment				Y	Y	Y							
NM	New Mexico High School Competency Exam						Y							
NM	Portfolio Writing Assessment				Y	Y	Y							
NM	Reading Assessment for Grades 1 and 2													
NV	High School Proficiency Examination Program				Y	Y								
NV	Norm-Referenced Testing				Y	Y								
NV	Writing Proficiency Examination-Grade 8				Y	Y								
NY	Occupational Education Proficiency Examinati					Y		Y	Y					
NY	Preliminary Competency Tests				Y	Y		Y						
NY	Program Evaluation Tests				Y	Y		Y						
NY	Pupil Evaluation Program Tests				Y	Y		Y					Y	
NY	Regents Competency Tests				Y	Y		Y	Y					
NY	Regents Examination Programs				Y	Y		Y	Y					
NY	Second Language Proficiency Examinations													
OH	Fourth-Grade Proficiency Testing		Y	Y	Y	Y		Y	Y					
OH	Ninth-Grade Proficiency Testing			Y	Y	Y	Y	Y	Y					
OH	Sixth-Grade Proficiency Testing		Y	Y	Y	Y		Y	Y					
OH	Twelfth-Grade Proficiency Testing		Y	Y	Y	Y		Y	Y					
OK	Criterion-Referenced Test (OK Core Curriculu				Y	Y								
OK	Norm-referenced test (NRT)-Iowa Test of Basi			Y	Y	Y								
OR	Reading and Mathematics Assessment				Y	Y								
OR	Writing Assessment				Y	Y								
PA	Reading and Mathematics Assessment	Y		Y	Y	Y								
PA	Writing Assessment			Y	Y	Y								
RI	Health Performance Assessment				Y	Y								
RI	Mathematics Performance Assessment				Y	Y								

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35B What reports of assessment data were publicly released by *school districts* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	T1E	ParEd	StIEP	LEPSt
RI	Norm-Referenced-MAT, 7				Y	Y								
RI	Writing Performance Assessment				Y	Y								
SC	Basic Skills Assessment Program				Y	Y								
SC	Norm-Referenced Testing				Y	Y								
SD	Norm-referenced				Y									
TN	TCAP Achievement Test-CRT													
TN	TCAP Achievement Test-NRT													
TN	TCAP Competency Test													
TN	TCAP Writing Assessment													
TX	TX Assessment of Academic Skills (TAAS) & TX	Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
UT	Core Assessment CRT Program					Y								
UT	Core Curriculum Testing (Perf. Assessment)													
UT	Norm-Referenced Testing			Y	Y	Y	Y							
VA	Literacy Passport Test (LPT)			Y	Y	Y		Y	Y				Y	Y
VA	Virginia Student Assessment Program (VSAP-NR			Y	Y	Y								
VT	New Standards Math				Y	Y								
VT	Portfolio Assessment					Y		Y						
WA	Norm Reference			Y	Y	Y	Y	Y				Y	Y	Y
WI	WRCT at Grade 3			Y	Y	Y		Y	Y					
WI	WSAS Knowledge & Concepts			Y	Y	Y		Y	Y					
WV	Norm-Referenced Testing	Y		Y	Y	Y								
WV	WV-STEP			Y										
WV	Writing Assessment		Y	Y	Y									
WY	Wyoming Assessment Program					Y	Y							
	Totals by Component	6	11	43	71	72	22	23	17	7	3	4	9	8
	Totals by State	6	8	24	36	36	16	13	10	4	3	3	8	7

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35C What reports of assessment data were publicly released by the *state* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	TIE	ParEd	StIEP	LEPSt
AK	Norm-Referenced Testing			Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
AL	Basic Competency Test, Grade 9					Y								
AL	Differential Aptitude Tests/Career Interest													
AL	Exit Exam					Y								
AL	Math End-of Course Test					Y								
AL	Stanford Achievement Test					Y								
AL	Writing Assessment					Y								
AR	Criterion Referenced Test				Y	Y		Y	Y		Y		Y	Y
AR	Stanford Achievement Test, Eighth Edition					Y		Y	Y					
AZ	Norm-Referenced Testing													
CA	Career-Technical Assessment Program (C-TAP)													
CA	Golden State Exams													
CT	CT Academic Performance Test (CAPT)			Y	Y	Y								
CT	CT Mastery Test (CMT)			Y	Y	Y								
DE	Writing Assessment			Y	Y	Y	Y	Y	Y					
FL	FL Writing Assessment Program			Y		Y	Y	Y	Y					
FL	Grade Ten Assessment Test (GTAT)			Y		Y	Y	Y	Y					
FL	High School Competency Test (HSCT)			Y		Y	Y	Y	Y					
GA	Curriculum-Based Assessments (CBA)			Y	Y	Y	Y			Y	Y			
GA	GA High School Graduation Tests (GHSGT)	Y			Y	Y	Y			Y			Y	Y
GA	GA Kindergarten Assessment Program (GKAP)			Y		Y	Y							
GA	Norm-Referenced Testing	Y		Y	Y	Y	Y			Y				
GA	Writing Assessment			Y	Y	Y	Y			Y		Y		
HI	Credit by Examination (CbyE)				Y									
HI	Stanford Achievement Test 8th Edition				Y	Y	Y							
HI	Test of Essential Competencies (HSTEC)				Y									
ID	Direct Mathematics Assessment					Y								
ID	Direct Writing Assessment					Y								

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
TIE = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

BEST COPY AVAILABLE

Part 3.35C What reports of assessment data were publicly released by the *state* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	TIE	ParEd	StIEP	LEPSt
ID	Standardized Testing ITBS & TAP					Y								
IL	IL Goal Assessment Program (IGAP)	Y			Y	Y								
IN	Statewide Assessment					Y								
KS	KS Assessment Program				Y	Y	Y	Y	Y	Y	Y			
KY	Open Response Questions	Y		Y	Y	Y	Y	Y	Y	Y	Y			
KY	Portfolio Assessment	Y		Y	Y	Y	Y	Y	Y	Y	Y			
LA	Grade 3, 5, and 7 Criterion-Referenced Test			Y		Y	Y						Y	Y
LA	Kindergarten Develop. Readiness Screen. Prog					Y								
LA	LA Graduation Exit Examination			Y	Y		Y						Y	Y
LA	Norm-Referenced Testing			Y		Y	Y							
MA	Massachusetts Educational Assessment Program			Y			Y							
MD	MD Functional Testing Program					Y								
MD	MD School Perf. Assessment Program (MSPAP)					Y		Y	Y					
ME	State Tests			Y	Y	Y	Y	Y						
MI	Employability Skills Portfolio													
MI	MI Educational Assessment Program (MEAP)			Y	Y	Y		Y	Y					
MO	MO Mastery and Achievement Test (MMAT)			Y			Y							
MO	Writing Assessment				Y									
MS	Functional Literacy Examination (FLE)			Y		Y								
MS	Norm-Referenced Testing			Y	Y	Y								
MS	Subject Area Testing Program (SATP)													
MT	Student Assessment Requirement													
NC	Competency Testing			Y		Y	Y	Y	Y					
NC	NC Testing Program						Y	Y	Y			Y		
NC	Norm-Referenced Testing			Y			Y							
ND	Norm-referenced Testing							Y	Y		Y		Y	Y

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
TIE = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35C What reports of assessment data were publicly released by the *state* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	TIE	ParEd	StIEP	LEPSt
NH	NH Ed. Improvement and Assessment Program				Y	Y		Y			Y		Y	Y
NJ	Grade 11 High School Proficiency Test			Y	Y	Y	Y						Y	Y
NJ	Grade 8 Early Warning Test			Y	Y	Y	Y						Y	Y
NM	New Mexico Achievement Assessment					Y	Y							
NM	New Mexico High School Competency Exam					Y	Y							
NM	Portfolio Writing Assessment					Y	Y							
NM	Reading Assessment for Grades 1 and 2													
NV	High School Proficiency Examination Program				Y	Y								
NV	Norm-Referenced Testing				Y	Y								
NV	Writing Proficiency Examination-Grade 8				Y	Y								
NY	Occupational Education Proficiency Examinati					Y		Y	Y					
NY	Preliminary Competency Tests				Y	Y		Y						
NY	Program Evaluation Tests				Y	Y		Y						
NY	Pupil Evaluation Program Tests				Y	Y		Y					Y	
NY	Regents Competency Tests				Y	Y		Y	Y					
NY	Regents Examination Programs				Y	Y		Y	Y					
NY	Second Language Proficiency Examinations													
OH	Fourth-Grade Proficiency Testing			Y		Y	Y	Y	Y					
OH	Ninth-Grade Proficiency Testing			Y		Y	Y	Y	Y					
OH	Sixth-Grade Proficiency Testing			Y		Y	Y	Y	Y					
OH	Twelfth-Grade Proficiency Testing			Y		Y	Y	Y	Y					
OK	Criterion-Referenced Test (OK Core Curriculu			Y		Y	Y							
OK	Norm-referenced test (NRT)-Iowa Test of Basi			Y		Y								
OR	Reading and Mathematics Assessment				Y			Y	Y			Y		
OR	Writing Assessment				Y			Y	Y			Y		
PA	Reading and Mathematics Assessment			Y	Y									
PA	Writing Assessment													
RI	Health Performance Assessment					Y								
RI	Mathematics Performance Assessment					Y								

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
TIE = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.35C What reports of assessment data were publicly released by the *state* at the following aggregation levels?

ST	Program Component	Stud	Class	Grade	Schl	Dist	Long	Gender	Race	FrRL	TlE	ParEd	StIEP	LEPSt
RI	Norm-Referenced-MAT, 7					Y								
RI	Writing Performance Assessment					Y								
SC	Basic Skills Assessment Program			Y	Y	Y		Y	Y			Y		
SC	Norm-Referenced Testing			Y	Y	Y		Y	Y			Y		
SD	Norm-referenced				Y									
TN	TCAP Achievement Test-CRT					Y								
TN	TCAP Achievement Test-NRT					Y	Y			Y				
TN	TCAP Competency Test					Y								
TN	TCAP Writing Assessment					Y								
TX	TX Assessment of Academic Skills (TAAS) & TX			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
UT	Core Assessment CRT Program													
UT	Core Curriculum Testing (Perf. Assessment)													
UT	Norm-Referenced Testing			Y	Y	Y	Y							
VA	Literacy Passport Test (LPT)			Y		Y		Y	Y				Y	Y
VA	Virginia Student Assessment Program (VSAP-NR			Y	Y	Y	Y	Y	Y					
VT	New Standards Math				Y	Y		Y						
VT	Portfolio Assessment					Y		Y						
WA	Norm Reference			Y		Y	Y	Y	Y			Y	Y	Y
WI	WRCT at Grade 3			Y	Y	Y		Y	Y					
WI	WSAS Knowledge & Concepts			Y	Y	Y		Y	Y					
WV	Norm-Referenced Testing	Y		Y	Y	Y								
WV	WV-STEP			Y										
WV	Writing Assessment													
WY	Wyoming Assessment Program			Y		Y	Y	Y		Y			Y	Y
	Totals by Component	6	0	45	45	80	39	40	32	11	9	8	14	13
	Totals by State	4	0	25	28	37	22	22	18	7	8	6	12	11

Stud = Individual student
Class = Classroom summary
Grade = Grade summary
Schl = School summary
Dist = District summary
Long = Longitudinal summary
Gender = Gender
Race = Race
FrRL = Free or reduced lunch
TlE = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LEPSt = LEP students

Part 3.36 How were the *scores* from students with an IEP publicly reported?

ST	Program Component	Not included	Included, not Differentiated	Differentiated, Separate Reports
AK	Norm-Referenced Testing		Y	
AL	Basic Competency Test, Grade 9	Y		
AL	Differential Aptitude Tests/Career Inter		Y	
AL	Exit Exam	Y		
AL	Math End-of Course Test		Y	
AL	Stanford Achievement Test	Y		
AL	Writing Assessment		Y	
AR	Criterion Referenced Test	Y		
AR	Stanford Achievement Test, Eighth Editio	Y		
AZ	Norm-Referenced Testing		Y	
CA	Career-Technical Assessment Program (C-T			
CA	Golden State Exams			
CT	CT Academic Performance Test (CAPT)		Y	
CT	CT Mastery Test (CMT)		Y	
DE	Writing Assessment		Y	
FL	FL Writing Assessment Program	Y		
FL	Grade Ten Assessment Test (GTAT)	Y		
FL	High School Competency Test (HSCT)	Y		
GA	Curriculum-Based Assessments (CBA)	Y		
GA	GA High School Graduation Tests (GHSGT)	Y		
GA	GA Kindergarten Assessment Program (GKAP	Y		
GA	Norm-Referenced Testing	Y		
GA	Writing Assessment	Y		
HI	Credit by Examination (CbyE)	Y		
HI	Stanford Achievement Test 8th Edition	Y		
HI	Test of Essential Competencies (HSTEC)	Y		
ID	Direct Mathematics Assessment		Y	
ID	Direct Writing Assessment		Y	
ID	Standardized Testing ITBS & TAP		Y	
IL	IL Goal Assessment Program (IGAP)			
IN	Statewide Assessment	Y		
KS	KS Assessment Program	Y		
KY	Open Response Questions			
KY	Portfolio Assessment			
LA	Grade 3, 5, and 7 Criterion-Referenced T			Y
LA	Kindergarten Develop. Readiness Screen.		Y	
LA	LA Graduation Exit Examination			Y
LA	Norm-Referenced Testing	Y		

Part 3.36 How were the *scores* from students with an IEP publicly reported?

ST	Program Component	Not included	Included, not Differentiated	Differentiated, Separate Reports
MA	Massachusetts Educational Assessment Pro		Y	
MD	MD Functional Testing Program		Y	
MD	MD School Perf. Assessment Program (MSPA		Y	
ME	State Tests		Y	
MI	Employability Skills Portfolio			
MI	MI Educational Assessment Program (MEAP)	Y		
MO	MO Mastery and Achievement Test (MMAT)		Y	
MO	Writing Assessment		Y	
MS	Functional Literacy Examination (FLE)		Y	
MS	Norm-Referenced Testing		Y	
MS	Subject Area Testing Program (SATP)		Y	
MT	Student Assessment Requirement		Y	
NC	Competency Testing		Y	
NC	NC Testing Program		Y	Y
NC	Norm-Referenced Testing		Y	
ND	Norm-referenced Testing		Y	Y
NH	NH Ed. Improvement and Assessment Progra		Y	
NJ	Grade 11 High School Proficiency Test	Y		
NJ	Grade 8 Early Warning Test	Y		
NM	New Mexico Achievement Assessment	Y		
NM	New Mexico High School Competency Exam	Y		
NM	Portfolio Writing Assessment	Y		
NM	Reading Assessment for Grades 1 and 2	Y		
NV	High School Proficiency Examination Prog		Y	
NV	Norm-Referenced Testing		Y	
NV	Writing Proficiency Examination-Grade 8		Y	
NY	Occupational Education Proficiency Exami			Y
NY	Preliminary Competency Tests			Y
NY	Program Evaluation Tests			Y
NY	Pupil Evaluation Program Tests			Y
NY	Regents Competency Tests			Y
NY	Regents Examination Programs			Y
NY	Second Language Proficiency Examinations			
OH	Fourth-Grade Proficiency Testing	Y	Y	Y
OH	Ninth-Grade Proficiency Testing	Y	Y	Y
OH	Sixth-Grade Proficiency Testing	Y	Y	Y
OH	Twelfth-Grade Proficiency Testing	Y	Y	Y
OK	Criterion-Referenced Test (OK Core Curri		Y	
OK	Norm-referenced test (NRT)-Iowa Test of		Y	

Part 3.36 How were the *scores* from students with an IEP publicly reported?

ST	Program Component	Not included	Included, not Differentiated	Differentiated, Separate Reports
OR	Reading and Mathematics Assessment	Y	Y	
OR	Writing Assessment	Y	Y	
PA	Reading and Mathematics Assessment		Y	
PA	Writing Assessment		Y	
RI	Health Performance Assessment		Y	
RI	Mathematics Performance Assessment		Y	
RI	Norm-Referenced-MAT, 7	Y		
RI	Writing Performance Assessment		Y	
SC	Basic Skills Assessment Program		Y	
SC	Norm-Referenced Testing		Y	
SD	Norm-referenced	Y		
TN	TCAP Achievement Test-CRT			Y
TN	TCAP Achievement Test-NRT			Y
TN	TCAP Competency Test			Y
TN	TCAP Writing Assessment			Y
TX	TX Assessment of Academic Skills (TAAS)			Y
UT	Core Assessment CRT Program			
UT	Core Curriculum Testing (Perf. Assessmen			
UT	Norm-Referenced Testing		Y	
VA	Literacy Passport Test (LPT)		Y	Y
VA	Virginia Student Assessment Program (VSA	Y	Y	
VT	New Standards Math		Y	
VT	Portfolio Assessment		Y	
WA	Norm Reference	Y		
WI	WRCT at Grade 3		Y	
WI	WSAS Knowledge & Concepts	Y		
WV	Norm-Referenced Testing	Y		
WV	WV-STEP	Y		
WV	Writing Assessment	Y		
WY	Wyoming Assessment Program			Y
	Totals by Component	40	51	21
	Totals by State	19	27	9

Part 3.37 How were the *scores* from LEP students publicly reported?

ST	Program Component	Not included	Included, not Differentiated	Differentiated, Separate Reports
AK	Norm-Referenced Testing		Y	
AL	Basic Competency Test, Grade 9		Y	
AL	Differential Aptitude Tests/Career Inter		Y	
AL	Exit Exam		Y	
AL	Math End-of Course Test		Y	
AL	Stanford Achievement Test		Y	
AL	Writing Assessment		Y	
AR	Criterion Referenced Test		Y	
AR	Stanford Achievement Test, Eighth Editio	Y		
AZ	Norm-Referenced Testing		Y	
CA	Career-Technical Assessment Program (C-T			
CA	Golden State Exams			
CT	CT Academic Performance Test (CAPT)		Y	
CT	CT Mastery Test (CMT)		Y	
DE	Writing Assessment		Y	
FL	FL Writing Assessment Program	Y		
FL	Grade Ten Assessment Test (GTAT)	Y		
FL	High School Competency Test (HSCT)	Y		
GA	Curriculum-Based Assessments (CBA)	Y		
GA	GA High School Graduation Tests (GHSGT)	Y		
GA	GA Kindergarten Assessment Program (GKAP	Y		
GA	Norm-Referenced Testing		Y	
GA	Writing Assessment		Y	
HI	Credit by Examination (CbyE)	Y		
HI	Stanford Achievement Test 8th Edition	Y		
HI	Test of Essential Competencies (HSTEC)	Y		
ID	Direct Mathematics Assessment		Y	
ID	Direct Writing Assessment		Y	
ID	Standardized Testing ITBS & TAP		Y	
IL	IL Goal Assessment Program (IGAP)			
IN	Statewide Assessment	Y		
KS	KS Assessment Program	Y		
KY	Open Response Questions		Y	
KY	Portfolio Assessment		Y	
LA	Grade 3, 5, and 7 Criterion-Referenced T			Y
LA	Kindergarten Develop. Readiness Screen.		Y	
LA	LA Graduation Exit Examination			Y
LA	Norm-Referenced Testing	Y		

Part 3.37 How were the *scores* from LEP students publicly reported?

ST	Program Component	Not included	Included, not Differentiated	Differentiated, Separate Reports
MA	Massachusetts Educational Assessment Pro		Y	
MD	MD Functional Testing Program		Y	
MD	MD School Perf. Assessment Program (MSPA		Y	
ME	State Tests		Y	
MI	Employability Skills Portfolio			
MI	MI Educational Assessment Program (MEAP)	Y		
MO	MO Mastery and Achievement Test (MMAT)		Y	
MO	Writing Assessment		Y	
MS	Functional Literacy Examination (FLE)		Y	
MS	Norm-Referenced Testing		Y	
MS	Subject Area Testing Program (SATP)		Y	
MT	Student Assessment Requirement			
NC	Competency Testing		Y	
NC	NC Testing Program		Y	
NC	Norm-Referenced Testing		Y	
ND	Norm-referenced Testing		Y	Y
NH	NH Ed. Improvement and Assessment Progra		Y	
NJ	Grade 11 High School Proficiency Test	Y		
NJ	Grade 8 Early Warning Test	Y		
NM	New Mexico Achievement Assessment		Y	
NM	New Mexico High School Competency Exam		Y	
NM	Portfolio Writing Assessment		Y	
NM	Reading Assessment for Grades 1 and 2	Y		
NV	High School Proficiency Examination Prog		Y	
NV	Norm-Referenced Testing		Y	
NV	Writing Proficiency Examination-Grade 8		Y	
NY	Occupational Education Proficiency Exami		Y	
NY	Preliminary Competency Tests		Y	
NY	Program Evaluation Tests		Y	
NY	Pupil Evaluation Program Tests		Y	
NY	Regents Competency Tests		Y	
NY	Regents Examination Programs		Y	
NY	Second Language Proficiency Examinations			
OH	Fourth-Grade Proficiency Testing		Y	
OH	Ninth-Grade Proficiency Testing		Y	
OH	Sixth-Grade Proficiency Testing		Y	
OH	Twelfth-Grade Proficiency Testing		Y	
OK	Criterion-Referenced Test (OK Core Curri		Y	
OK	Norm-referenced test (NRT)-Iowa Test of		Y	

Part 3.37 How were the *scores* from LEP students publicly reported?

ST	Program Component	Not included	Included, not Differentiated	Differentiated, Separate Reports
OR	Reading and Mathematics Assessment	Y	Y	
OR	Writing Assessment	Y	Y	
PA	Reading and Mathematics Assessment		Y	
PA	Writing Assessment		Y	
RI	Health Performance Assessment		Y	
RI	Mathematics Performance Assessment		Y	
RI	Norm-Referenced-MAT, 7	Y		
RI	Writing Performance Assessment		Y	
SC	Basic Skills Assessment Program		Y	
SC	Norm-Referenced Testing		Y	
SD	Norm-referenced	Y		
TN	TCAP Achievement Test-CRT		Y	
TN	TCAP Achievement Test-NRT		Y	
TN	TCAP Competency Test		Y	
TN	TCAP Writing Assessment		Y	
TX	TX Assessment of Academic Skills (TAAS)		Y	
UT	Core Assessment CRT Program			
UT	Core Curriculum Testing (Perf. Assessmen			
UT	Norm-Referenced Testing		Y	
VA	Literacy Passport Test (LPT)		Y	Y
VA	Virginia Student Assessment Program (VSA	Y	Y	
VT	New Standards Math		Y	
VT	Portfolio Assessment		Y	
WA	Norm Reference	Y		
WI	WRCT at Grade 3		Y	
WI	WSAS Knowledge & Concepts	Y		
WV	Norm-Referenced Testing	Y		
WV	WV-STEP	Y		
WV	Writing Assessment	Y		
WY	Wyoming Assessment Program			Y
	Totals by Component	27	72	5
	Totals by State	17	33	4

Order Form

ANNUAL SURVEY

of

State Student Assessment Programs

Council of Chief State School Officers • One Massachusetts Avenue, N.W., Suite 700, Washington, DC 20001-1431 • (202) 408-5505 *voice* • (202) 789-0696 *fax*

To order the following items from the State Student Assessment Program database, please fill out the shipping information completely and enclose payment to "CCSSO." The cost of each is based on the type of organization ordering the information. Indicate the quantities of each type of material desired.

	Quantity	Cost

Annual Survey of State Student Assessment Programs

The 285 page report containing the 1996-97 data tables.

- ☐ Testing Company or Assessment Contractor ($199)
- ☐ Non-Profit Organization ($49)
- ☐ University Faculty or Student ($19)

Adobe Acrobat electronic version of the Survey Report

- ☐ Macintosh
- ☐ Windows

- ☐ Testing Company or Assessment Contractor ($199)
- ☐ Non-Profit Organizations ($49)
- ☐ University Faculty or Student ($19)

Paradox files of the Survey Report data

(Windows only)

- ☐ Testing Company or Assessment Contractor ($250)
- ☐ Independent Researcher ($100)

Trends in State Student Assessment Programs

A 36-page summary, containing an overview of the 1996-97 information and changes since 1992-93, is available in print. ($10.95)

Adobe Acrobat electronic version of Trends Paper

- ☐ Macintosh (Also $10.95)
- ☐ Windows

Shipping/Handling

(Add $2 per item ordered; $10 for overnight shipment)

Total Payment Enclosed

Shipping Information:

Name

Address

City State Zip

Telephone _____ Fax _____

Return this order form with your payment (payable to "CCSSO") to:

Council of Chief State School Officers
Annual Survey of State Student Assessment Programs
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001-1431